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AUTHOR Matthews, Charles C.
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ABSTRACT

The main purpose of the study was to describe teacher and pupil behavior during science lessons. Subjects of the investigation reported in this document were 144 first, second, and fifth grade pupils and the twelve teachers who taught these pupils. Each classroom was observed during five lessons of Science - A Process Approach. The instrument used to code behavior was the "Science Curriculum Assessment System," which is composed of twenty mutually exclusive categories. Data were also collected by private interview with each of the 144 pupils involved in the study. The Friedman Two-Way Analysis of Variance by Ranks Test was used to analyze data. Findings of the study indicated that (1) the greatest proportion of a pupil's behavior was spent observing the teacher or a pupil who acted for the teacher in lesson-related situations; (2) the central tendency of teachers was to interact with more than six children in a group; (3) there was a strong tendency for extended teacher behavior to fall in a category "observing without response" the behavior of groups of 6 or more pupils; and (4) much of the extended teacher behavior was "giving information" or "giving directions" to groups of 6 or more pupils. (BR)

ED035553

EIE ELEMENTARY SCHOOL SCIENCE PROJECT

Leon County Public Schools
Tallahassee, Florida

EVALUATION REPORT

December, 1969

Dr. Charles C. Matthews
Associate Professor of Science Education
Florida State University

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A report of the application of SCAS classroom interaction analysis to Science--A Process Approach in Tallahassee (Leon County), Florida.

SE 007 829

Document Number 7827

Subject Code ~~EL~~ -71 -17

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INDEXING CODE SHEET

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E* Elementary School Science Evaluation

F

G ~~Grade 1~~ Grade 1
~~Grade 3~~ Grade 3
H ~~Grade 5~~ Grade 5

I Interaction ~~Action~~ Process analysis

J

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P

Q

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S* Science Course Improvement Project

T* Teacher Behavior

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V

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Identifiers

Science – a process approach

AB 7829
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Subjects of the investigation reported in this document were 144 first, second, and fifth grade pupils and the twelve teachers who taught these pupils. The main purpose of the study was to describe teacher and pupil behavior during science lessons. Each classroom was observed during five lessons of Science - A Process Approach. The instrument used to code behavior was the "Science Curriculum Assessment System", which is composed of twenty mutually exclusive categories. Data were also collected by private interview with each of the 144 pupils involved in the study. The Friedman Two-Way Analysis of Variance by Ranks Test was used to analyze data. Findings of the study ~~imply~~ indicated that the greatest proportion of a pupil's behavior was spent observing the teacher or a pupil who acted for the teacher in lesson-related situations; (2) the central tendency of teachers was to interact with more than six children in a group; (3) there ~~is~~ was a strong tendency for extended teacher behavior to fall in a category "observing without response" the behavior of groups of 6 or more pupils; and (4) much of the extended teacher behavior ~~falls into~~ was "giving information" or "giving directions" to groups of 6 or more pupils. (BR)

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I. Introduction

Leon County Schools personnel (in cooperation with the Department of Science Education at Florida State University) have been involved in the try-out and use of Science--A Process Approach since its beginning in 1964. This program, developed under the auspices of the American Association for the Advancement of Science, emphasizes the "processes" of science and encourages a high level of physical involvement of children during the science lessons. It is important to recognize that this study is not intended to evaluate the science program. Neither does it intend to evaluate teachers or children. This investigation was undertaken with the following objectives in mind.

1. to provide objective data on classroom conditions during science lessons* by describing certain aspects of teacher and pupil classroom behaviors.
2. to identify non-random changes in science teaching behaviors
3. to identify non-random changes in student behaviors during science lessons.
4. to make data associated with objectives 1-3 available to local school personnel competent to judge the extent to which teacher and student behaviors are compatible with Science--A Process Approach as it is perceived locally.

**5. to provide objective data on certain aspects of the intellectual levels of student subjects.

**6. to identify changes in certain aspects of the intellectual levels of student subjects.

II. Procedures

A. General Design

In constructing a procedural design for this investigation, it was assumed that:

1. teacher and pupil classroom behaviors are revealed by observable occurrences which may be systematically recorded,
2. compared to other factors influencing behaviors, the presence of observers affects the behaviors of teachers and students so slightly that this affect may be ignored,
3. twelve students selected randomly from each classroom constitute an adequate sample of the student population of each classroom,
4. five science lessons constitutes an adequate sample of each teacher's science teaching behaviors, and
5. a child's response to selected tasks in a private interview can reveal certain aspects of his "intellectual level."

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*Each "science lesson" was a part of Science--A Process Approach.

**Objectives 5 and 6 are to be met in the report by Darrell Phillips and are not included in this report.

Subjects of this investigation were twelve Leon County elementary school teachers and 144 students. These teacher subjects were identified in the following manner:

1. Two schools were identified by Leon County School personnel.
2. Grades 1, 3, and 5 were identified as "target grades" for the study.
3. Two teachers at each grade level from each of the schools were randomly identified from all teachers at these grade levels at these two schools.
4. Teachers were informed of their participation, but given no specific information regarding SCAS instruments (see Appendix A).

The student subjects were identified in the following manner:

1. Teachers were identified as above.
2. Twelve students were randomly identified from class roll of each teacher subject.
3. Neither teachers nor students were informed of the identities of student subjects.

Data were collected in two "series." Series One data were collected in February, 1969. Series Two data were collected in May, 1969 (see Appendix B). Approximately 10 weeks separated the completion of Series One data collection from the commencement of Series Two data collection.

Data collection at each series involved: (1) a private interview for each of the 144 students and (2) five observations in each of the 12 classrooms. Data collecting procedures are described in detail in the Handbook for the Application of SCAS (Matthews and Phillips, 1968). Procedures for training interviewers and observation teams are also described in this handbook. Appendix C gives the training schedule.

B. Coding of Classroom Behaviors

For purposes of this investigation, student behaviors were coded according to twenty mutually exclusive categories (Table 1*). Teacher behaviors were also coded according to twenty mutually exclusive categories (Table 2). Utilizing a Control Data Corporation 6400 electronic computer, a thirty-by-thirty matrix was constructed from the classroom behavioral data of teachers and a thirty-by-thirty matrix was similarly constructed for classroom behavioral data of students. Matrices were constructed for each teacher and for each student at each of the two series. For each matrix, 74 "behavior scores" were computed (also using the CDC 6400). Therefore, the classroom behaviors of teachers are described in terms of 74 "behavior scores" at each of the two series. The behaviors of each student are also described in terms of 74 "behavior scores" at each of the two series.

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*All tables are in Appendix D.

C. Computation of Classroom Behavior Scores

For purposes of this investigation each "aspect of classroom behavior" is defined in terms of a "behavior score" computed from a thirty-by-thirty matrix. A sample thirty-by-thirty matrix is given in Table 3. Note that there are 900 individual "cells" in the matrix. Each cell has a specified number of "tallies." Individual cells are identified by a row number followed by a column number. For example, cell 12-13 is the cell formed where row 12 crosses column 13 and cell 22-13 is the cell formed where row 22 crosses column 13. (Both of these cells are shaded in Table 3.) The "cell total" for an individual cell is the total number of tallies in that cell. A "row total" is the total of all cells in the row; the "matrix total" is the total of all cells in the matrix. To illustrate the above tallies have been given in certain cells of the matrix shown in Table 2. The "cell 11-10 total" is 5. The "row 11" total is 21. The "block E total" is 16 and the "matrix total" is 28.

Rather than reading frequencies in the individual cells of the matrix, 74 scores (designed for the Science Curriculum Assessment System) were computed as proportions of various important groupings within the matrix. It is important to stress that each "behavior score" defines one aspect of classroom behavior. Computation formulas for the 74 "SCAS Student Behavior Scores" are given in Table 4. Computation formulas for the 74 "SCAS Teacher Behavior Scores" are given in Table 5. An interpretation of these scores in terms of questions relating to classroom behaviors is given in Tables 6 and 7.

D. Analysis of Data

In the selection of statistical instruments for the analysis of data in this investigation, it was assumed that the variable under study is continuous and that it is measured in an ordinal scale. Data of this investigation are reported in the form of behavioral scores associated with science lessons. Since the time interval between Series One and Series Two varied slightly from one classroom to another, the magnitude of the changes in behavior scores should not influence the conclusions of the investigation. However, the ranks of the values for a given student or teacher do not depend upon the time intervals between observations. Therefore, a statistical test which involves ranks and which is appropriate for ordinal data, the Friedman Two-Way Analysis of Variance by Ranks Test*. was utilized.

1. Objective One: Descriptions of classroom behaviors for teachers and for students are given as median values for each of the 74 behavior scores for students. These are given for each of the two series.

2. Objective Two: This objective is met by the application of the Friedman Two-Way Analysis of Variance by Ranks Test to the appropriately stated hypothesis (with alpha less than

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*Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. McGraw Hill Book Company, Inc.: New York, 1956.

0.05. In applying the Friedman test, behavior scores for teachers are cast in a two-way table having n=12 rows and k=2 columns. The 12 rows represent the 12 teacher subjects and the 2 columns represent the ranks of the behavior scores associated with Series One and Series Two. Each row gives the score ranks of one subject. In ranking the scores of each subject, the lower score in each row is given the rank of 1. The Friedman test determines whether the different columns of ranks came from the same population or if the rank totals differ significantly.

3. Objective Three: The accomplishment of objective three is met by the application of the Friedman test to the behavior scores of the student subjects. In this case student behavior scores are cast in a two-way table having n=135* rows and k=2 columns.

Procedures associated with these objectives were also followed for teachers and children at each of the three grade levels represented in the study.

III. Summary of Findings

A. Student Behaviors--Grades 1, 3 and 5 Combined

Table 8 summarizes the classroom conditions of Series One and Series Two in terms of "SCAS Student Behavior Scores." Median scores are given for Series One and Series Two. This table may be interpreted by referring to Table 6, which gives the question for which Table 8 provides the answer. For example, score 101 L/M answers the question (from Table 6): What proportion of a student's total time (during science lessons) is devoted to lesson-related behaviors? The answer is given in Table 8: median 101 L/M is 0.72 for Series One and 0.76 for Series Two.

Examination of scores 103 through 122 reveals that the "central tendency" of the greatest proportion of a student's behavior in Series One and in Series Two is "lesson-related observing of the teacher or a student who acts for the teacher" (median 104 LI/M is 0.37).

Examination of median values for scores 123 through 131 (the "block scores") reveals that a child's behavior in both Series One and Series Two tends to remain in the "lesson-related block" (median 127 L-L/M is 0.64 and 0.70) or the "nonlesson-related block" (median 131 N-N/M is 0.18 and 0.16). There is very little continuing "non-codable" behavior (median 123 O-O/M is 0.01 and 0.01) and also very little behavior falling into "transitional blocks" (median 124 O-L/M is 0.01 and 0.01, median 125 O-N/M is 0.00 and 0.00, median 126 L-O/M is 0.01 and 0.01, median 128 L-N/M is 0.06 and 0.05, median 129 N-O/M is 0.00 and 0.00, and median 130 N-L/M is 0.06 and 0.04).

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*Incomplete observational data resulting from student absences reduced the student sample size from 144 subjects to 135 subjects.

Scores 132 through 151 reflect central tendencies similar to those noted for scores 103 through 122. The similarity in median values for 104 Ext LI/M and 133 Ext LI/M suggests that most of the "lesson-related observing of the teacher or a student acting for the teacher" continues for more than one coding period (3 seconds).

Relative values of scores 155-164 indicate that the most predominant (and stable) lesson-related behaviors of students is "observing the teacher or a student who demonstrates for the teacher" (156 LI/L is 0.51 and 0.55).

Table 9 reports the level at which the null hypothesis of a "no significant difference" between Series One and Series Two scores for individual students can be rejected. It also reports the number of student subjects which showed increase, no change, and decrease for each of the scores. Notice that at the 0.050 (or less) level the following scores showed a significant decrease from Series One to Series Two:

102 N/M	116 N3/M	137 Ext L5/M
105 L2/M	119 N6/M	152 Ext L/M
106 L3/M	128 L-N/M	157 L2/L
108 L5/M	130 N-L/M	160 L5/L
109 L6/M	131 N-N/M	161 L6/L
114 NI/M	134 Ext L2/M	167 N2/N

At the 0.05 (or less) significance level, the following scores showed a significant increase from Series One to Series Two:

101 L/M	135 Ext L3/M
104 LI/M	154 Ext LI/M
127 L-L/M	156 LI/L
133 Ext LI/M	158 L3/L

B. Teacher Behaviors--Grades 1, 3 and 5 Combined

The classroom conditions for Series One and Series Two are summarized in Table 10 in terms of "SCAS Teacher Behavior Scores." Scores presented in this table may be interpreted by referring to Table 7. For example, the 218 T5/M question from Table 7 is: What proportion of a teacher's total time (during science lessons) is devoted to interactions with more than six students by "rejecting and/or discouraging student behaviors?" The answer is given in Table 10: median 218 T5/M is 0.01 for Series One and 0.01 for Series Two. Table 11 shows that 8 teachers out of 12 teachers showed a decrease in this aspect of their science teaching behavior; 2 teachers showed an increase. The remaining 2 teachers showed no change from Series One to Series Two.

Examination of scores 201 and 202 in Table 10 reveals that the central tendency of teachers during both Series One and Series Two was to interact with more than six children in a group (median 202 T/M is 0.80 and 0.81).

Consideration of scores 203 through 222 in Table 9 reveals a very definite central tendency in Series One and Series Two for teachers to interact with more than six children by "observing without response" (median 215 T2/M is 0.39 and 0.36).

Scores 223 through 231 reveal that the teachers' behaviors in Series One and Series Two tend to remain in the "small group block" (median 227 S-S/M is 0.17 and 0.17) and in the "large group block" (median 231 T-T/M is 0.78 and 0.80) for more than three seconds. Teacher behaviors in both Series One and Series Two are rarely (or never) tallied in the "non-codable blocks" (median 223 O-O/M is 0.00 and 0.00). Zero median values are also recorded for the "transitional blocks": 224 O-S/M, 225 O-T/M, 226 S-O/M, 229 T-O/M. Very low values are recorded for the transitional blocks: 228 S-T/M and 230 T-S/M.

Scores 232 through 251 in Table 10 reveal a very strong tendency for extended teacher behavior to fall into a category consisting of "observing without response" the behavior of groups (6 or more) of students (Ext T2/M is 0.18 and 0.17). Much extended behavior falls into "giving information" or "giving directions" to groups of 6 or more children (250 Ext T8/M is 0.60 and 0.11; 251 Ext T9/M is 0.05 and 0.05).

Scores 255 through 264 suggest that in Series One the predominant teacher behaviors which involve interacting with one-to-six students fell into the following categories:

1. observing but not responding to student behaviors (257 S2/S is 0.48),
2. reprimanding or criticizing students (261 S6/S is 0.48),
3. accepting and/or encouraging student behaviors (258 S3/S is 0.44), and
4. asking questions which students are expected to answer (262 S7/S is 0.26).

Predominant teacher behaviors (involving interacting with one-to-six students) in Series Two were strikingly in the two categories:

1. observing but not responding to student behaviors (257 S2/S is 0.49),
2. asking questions which students are expected to answer (262 S7/S is 0.08).

Similarly scores 265 through 274 reveal that the predominant teacher behaviors in Series One and Series Two (which involve interacting with more than six students) are in the following categories:

1. observing but not responding to students (267 T2/T is 0.47 and 0.45),
2. asking questions (272 T7/T is 0.11 and 0.10),
3. giving information or directions to students (273 T8/T is 0.13 and 0.19; 274 T9/T is 0.13 and 0.09),
4. accepting and/or encouraging student behavior (267 T2/T is 0.47 and 0.45).

The values in Table 11 for "significance level" report the level at which the null hypothesis of "no significant difference" between Series One and Series Two scores for individual teachers can be rejected. Notice that, at the 0.050 (or less) level a total of 10 teacher behavior scores show a significant change from Series One to Series Two. The following scores showed a significant (K=0.05) increase from Series One to Series Two:

254 Ext S+T/M
273 T8/T

The following scores showed a significant (α=0.05) decrease from Series One to Series Two:

206 S3/M
210 S7/M
216 T3/M
258 S3/S
259 S4/S
260 S5/S
268 T3/T
270 T5/T

C. Student and Teachers--Separated by Grade Level

Tables 12-23 (Appendix D) report grade level data on student behaviors and teacher behaviors. These tables parallel Tables 8-11, which have been discussed in previous sections.

IV. Interpretations and Recommendations

A. Limitations

It should be emphasized that sample size, non-randomness of schools selected, and the short time interval between Series One and Series Two limit the generalizability of these findings. It must be clearly stated that data reported here do not constitute an evaluation of the "effectiveness" of the science program. Data presented in this report

have, however, indicated the extent to which selected classroom conditions have been established and the extent to which they changed during the period studied.

B. Interpretations of Student Behavior Scores

Within the framework of this investigation the questions of Table 4 have been answered in Tables 8, 9, and 12-17. Data reported in Table 8 and the familiarity with the activity expectations of the science program under study indicates that in an overall sense student subjects of grades 1, 3 and 5 are sometimes engaging appropriately in Science--A Process Approach (L2/M is 0.10 and 0.05; L3/M is 0.07 and 0.09). They are, however, often engaging in activities not appropriate for Science--A Process Approach (N/M is 0.25 and 0.22; LI/M is 0.37 and 0.37).

Some shifts (from Series One to Series Two) in behavior patterns indicate that students are tending toward more appropriate engagement in Science--A Process Approach. For example:

1. Eight scores (N/M, NI/M, N3/M N6/M, L-N/M, N-L/M, N-N/M, N2/N) indicate that children are engaging in less "non-lesson-related" behaviors. Comparable scores, of course, indicate an increase in "lesson-related" behaviors.
2. Five scores (L2/M, L3/M, L2/L, Ext L3/M, L3/L) indicate that children are engaging in more activity in which there are no specific instructions from the teacher regarding how the activity should be done.

A behavioral shift which seems incompatible with establishing conditions more appropriate for Science--A Process Approach is reflected by the increase in "observing the teacher or student demonstrator" (LI/M, Ext LI/M, LI/L).

C. Interpretations of Teacher Behavior Scores

Within the framework of this investigation the questions of Table 5 have been answered in Tables 10, 11, and 18-23. Data reported in these tables plus familiarity with the materials of the science program under study indicate that teacher subjects of this study exhibited behaviors which permit students to engage appropriately in Science--A Process Approach. For example:

1. Continuous, uninterrupted teacher behavior often involves the observation of children by the teacher. This tends to facilitate the child's independent engagement in activities.
2. In interacting with individuals or small groups of students teachers frequently observed students without placing a value judgment on what the child was doing.

3. Teachers often asked questions of individuals or small groups of children.
4. The behaviors of "2" and "3" above were frequently exhibited when the teacher was interacting with large groups.

Several changes in teacher behavior from Series One to Series Two suggested that the teacher behaviors were becoming more compatible with Science--A Process Approach. These changes are associated with a reduction in the number of value judgments (both positive and negative) by teachers on the work of children.

There were some frequently-exhibited teacher behaviors, however, which seem inappropriate for Science--A Process Approach. For example:

1. Teachers tended to interact more with groups larger than six than with individuals or small groups (six or fewer children).
2. Much extended teacher behavior involved giving information or directions to children.
3. Teachers tended to give more information to groups of six or more children in Series Two than in Series One.

D. Recommendations

Teacher subjects of this study seemed to be establishing conditions which are approximately compatible with Science--A Process Approach. More work with teachers should produce continued "progress" in this respect. It is my recommendation that further studies should be conducted to determine answers to the following questions:

1. What proportion of students have classroom access to Science--A Process Approach? What is the frequency and duration of lessons in Science--A Process Approach?
2. How do children feel about the science to which they have access? Do they like science? Do they feel competent in science? Do they prefer more science?
3. How do children perform on randomly-selected sets of competency measures? There should be two sets of measures for each grade level:

   (a). One set of measures should be based on local judgment regarding "what children should be" in Science--A Process Approach. This should take into account local conditions (including schedule) associated with the implementation of Science--A Process Approach.

(b). A second set of competency measures should be based on the stated expectations in Science--A Process Approach. That is, children who have completed grade one should receive "Part B" competency measures, children who have completed grade three should receive "Part D" competency measures, ect.

4. What, if any, are the relationships among teacher classroom behaviors, student classroom behaviors, frequency and duration of science lessons, students' affinity for science, and students' feelings of competency in science. (This could be accomplished by competency measures and interviews applied to student subjects of this 1969 study.)

I should be very happy to describe specific procedures for implementing these recommendations if this is requested.

APPENDIX A

M E M O R A N D U M

TO: Leon County Teachers Participating in the Assessment of the EIE Science Project

FROM: Charles C. Matthews, Consultant
EIE Science Project Evaluation

DATE: February 3, 1969

I'm sure I can speak for all the SCAS observers and interviewers in saying "thank you" for your cooperation in scheduling the observations to begin February 10. We also appreciate your willingness to permit "practice observations" prior to February 10. The SCAS observers and interviewers have an extremely difficult job to do and (in some cases) are continuing their "regular" jobs in addition to their SCAS work. They need your assistance.

May I solicit your further cooperation by asking that you follow a few standard procedures during the observations:

1. Do not speak with the observer during the lesson.
2. Do not introduce the observers to your students.
3. Make sure that each child's ID number can be seen from the front and the rear.
4. Make sure that each child has the correct "ID marker."
5. Communicate any problems to your observers (before or after the lesson) or to your principal. (They will communicate these to me).

Let me apologize in advance for any inconveniences that the assessment will cause you. You are participating in an important element of the EIE evaluation and your contribution is appreciated.

CCM/amt

Attachment

ccL Dr. Ruth Mitchell
Miss Mabel Jean Morrison
Mr. Roger Englert
Mr. Walton Seabrooks
SCAS Team Members

APPENDIX B

Leon County EIE Science Project Evaluation

Data Collection Schedule

Series One:

February 10 - 21: Classroom observations (5 for each classroom; 1 teacher subject and 12 child subjects per classroom)

February 24 - 28: Interviews (1 for each child subject)

Series Two:

May 12 - 23: Classroom observations

May 26 - 30: Interviews

APPENDIX C

Leon County EIE Science Project Evaluation

Training Schedule

NOTE: In addition to the following meetings, trainees studied the "Handbook" and practiced interviews. (A 1 1/2-hour interview audio tape was made each week of training.)

DATE	TIME	LOCATION
January 4	9 - 12	FSU
January 11	9 - 12 1 - 3	FSU
January 14	8:30 - 12 1 - 3	Instructional Services Building
January 16	1 - 3	FSU
January 20	8:30 - 12	Lincoln Elementary School
January 21	1 - 3:30	Lincoln Elementary School
January 22	8:30 - 12	Lincoln Elementary School
January 27	8:30 - 12	Lincoln Elementary School
January 29	8:30 - 12	Lincoln Elementary School
January 30	2:00 - 5:00	Sullivan Elementary School
January 31	8:30 - 12 1 - 3	Bond Elementary School Sullivan Elementary School
February 3-7	8:30 - 3 each day	Bond and Suilivan Elementary Schools
May 5 - 9	8:30 - 3 each day	Practice observations and interviews at Bond and Sullivan

APPENDIX D

Leon County EIE Science Project Evaluation

Tables

Table 1

SCAS Classroom Interaction Categories - Student Behaviors

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Lesson Related (L)		Non-Lesson Related (N)
L0	miscellaneous	N0
L1	observes teacher or student who demonstrates for teacher	N1
L2	follows teacher's directions (or suggestions) as to how the activity should be done	N2
L3	does not follow any specific teacher direction regarding how an activity should be done	N3
L4	responds to teacher question or request (by telling or showing)	N4
L5	initiates (or attempts to initiate) interaction with teacher; continues self-initiated interaction with teacher	N5
L6	initiates interaction with another student	N6
L7	receives ideas from another student (who is not demonstrating for teacher)	N7
L8	copies other student (or follows instructions of other student); must be preceded by "7"	N8
L9	gives ideas to another student (not at the request of teacher)	N9

Table 2

SCAS Classroom Interaction Categories - Teacher Behaviors

6/68

Interacts with Sub-group - less than 7 children (S)		Interacts with total group - more than 6 children (T)
S0	miscellaneous	T0
S1	does not observe student behavior	T1
S2	observes student behavior but does not respond	T2
S3	accepts and/or encourages student behavior	T3
S4	suggests alternative to student behavior	T4
S5	rejects and/or discourages student behavior	T5
S6	reprimands student for behavior; "unpleasant" criticism; ridicule; sarcasm	T6
S7	asks questions (not rhetorical)	T7
S8	gives information to students; tells <u>what</u> activity should be done; asks rhetorical question	T8
S9	gives directions or information which tells <u>how</u> an activity should be done (more restrictive than "8")	T9

Table 3

MATRIX FOR

SCAS CLASSROOM BEHAVIOR DATA

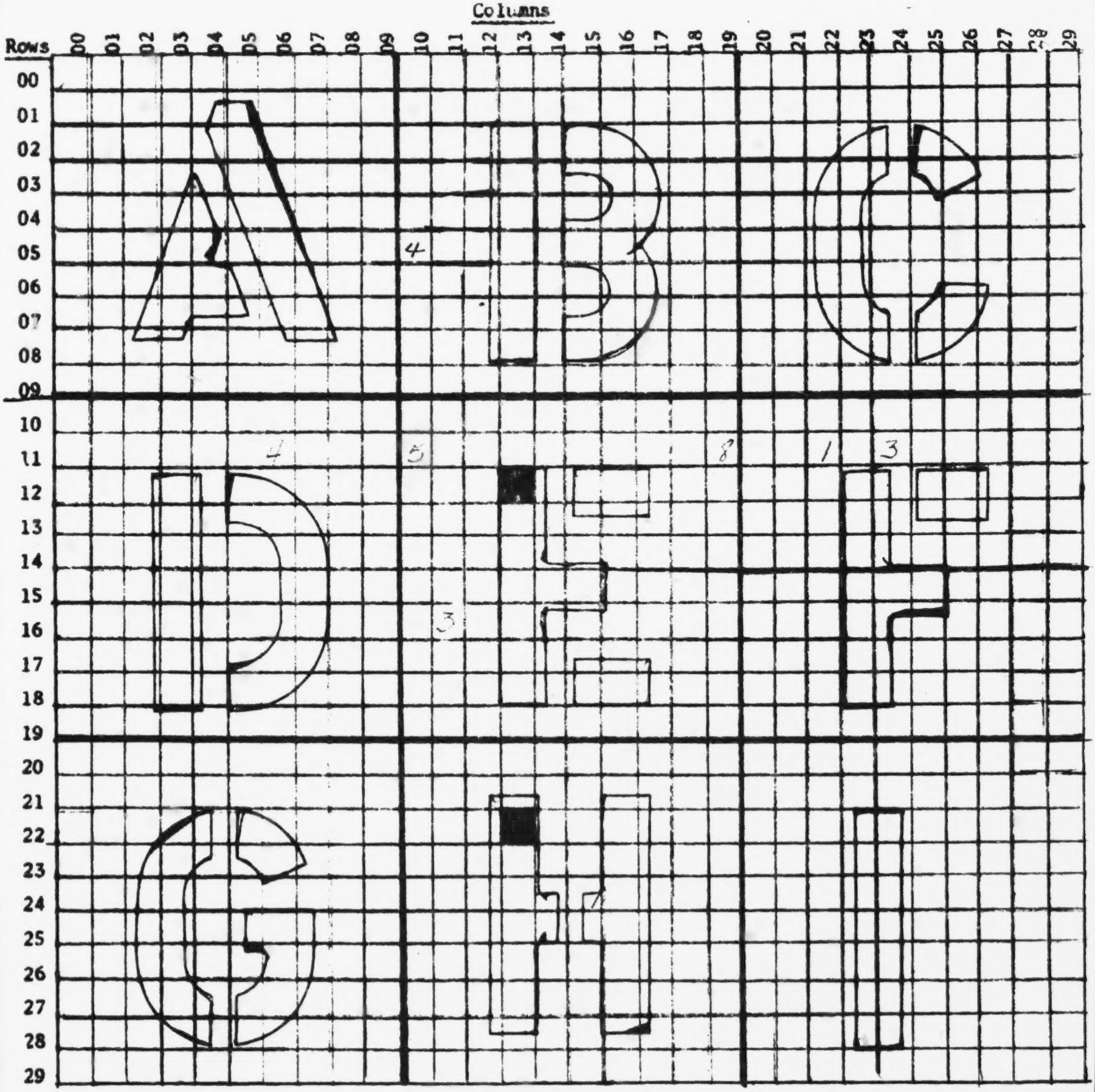

Table 4

SCAS Student Behavior Scores (101-174)*

ID	SYMBOL	COMPUTATION FORMULA** NUMERATOR	DENOMINATOR
101	L/M	Blocks D, E, F Totals	Matrix Total
102	N/M	Blocks G, H, I Totals	Matrix Total
103	LO/M	Row 10 Total	Matrix Total
104	L1/M	Row 11 Total	Matrix Total
105	L2/M	Row 12 Total	Matrix Total
106	L3/M	Row 13 Total	Matrix Total
107	L4/M	Row 14 Total	Matrix Total
108	L5/M	Row 15 Total	Matrix Total
109	L6/M	Row 16 Total	Matrix Total
110	L7/M	Row 17 Total	Matrix Total
111	L8/M	Row 18 Total	Matrix Total
112	L9/M	Row 19 Total	Matrix Total
113	NO/M	Row 20 Total	Matrix Total
114	N1/M	Row 21 Total	Matrix Total
115	N2/M	Row 22 Total	Matrix Total
116	N3/M	Row 23 Total	Matrix Total
117	N4/M	Row 24 Total	Matrix Total
118	N5/M	Row 25 Total	Matrix Total
119	N6/M	Row 26 Total	Matrix Total
120	N7/M	Row 27 Total	Matrix Total
121	N8/M	Row 28 Total	Matrix Total
122	N9/M	Row 29 Total	Matrix Total
123	O-O/M	Block A Total	Matrix Total
124	O-L/M	Block B Total	Matrix Total
125	O-N/M	Block C Total	Matrix Total
126	L-O/M	Block D Total	Matrix Total
127	L-L/M	Block E Total	Matrix Total
128	L-N/M	Block F Total	Matrix Total
129	N-O/M	Block G Total	Matrix Total
130	N-L/M	Block H Total	Matrix Total

*The first digit, "1", identifies the score as a student behavior score. Teacher behavior scores are identified by a first digit of "2".

**See attached matrix.

Table 4 (continued)

ID	SYMBOL	COMPUTATION FORMULA NUMERATOR	DENOMINATOR
131	N-N/M	Block I Total	Matrix Total
132	Ext L0/M	Cell 10-10 Total	Matrix Total
133	Ext L1/M	Cell 11-11 Total	Matrix Total
134	Ext L2/M	Cell 12-12 Total	Matrix Total
135	Ext L3/M	Cell 13-13 Total	Matrix Total
136	Ext L4/M	Cell 14-14 Total	Matrix Total
137	Ext L5/M	Cell 15-15 Total	Matrix Total
138	Ext L6/M	Cell 16-16 Total	Matrix Total
139	Ext L7/M	Cell 17-17 Total	Matrix Total
140	Ext L8/M	Cell 18-18 Total	Matrix Total
141	Ext L9/M	Cell 19-19 Total	Matrix Total
142	Ext N0/M	Cell 20-20 Total	Matrix Total
143	Ext N1/M	Cell 21-21 Total	Matrix Total
144	Ext N2/M	Cell 22-22 Total	Matrix Total
145	Ext N3/M	Cell 23-23 Total	Matrix Total
146	Ext N4/M	Cell 24-24 Total	Matrix Total
147	Ext N5/M	Cell 25-25 Total	Matrix Total
148	Ext N6/M	Cell 26-26 Total	Matrix Total
149	Ext N7/M	Cell 27-27 Total	Matrix Total
150	Ext N8/M	Cell 28-28 Total	Matrix Total
151	Ext N9/M	Cell 29-29 Total	Matrix Total
152	Ext L/M	Total of Cells 10-10, 11-11, 12-12, 13-13, 14-14, 15-15, 16-16, 17-17, 18-18, 19-19	Matrix Total
153	Ext N/M	Total of Cells 20-20, 21-21, 22-22, 23-23, 24-24, 25-25, 26-26, 27-27, 28-28, 29-29	Matrix Total
154	Ext L+N/M	Total of Numerator 52 plus 53	Matrix Total
155	L0/L	Row 10 Total	Blocks D, E, F Total
156	L1/L	Row 11 Total	Blocks D, E, F Total
157	L2/L	Row 12 Total	Blocks D, E, F Total
158	L3/L	Row 13 Total	Blocks D, E, F Total
159	L4/L	Row 14 Total	Blocks D, E, F Total
160	L5/L	Row 15 Total	Blocks D, E, F Total

Table 4 (continued)

ID	SYMBOL	COMPUTATION FORMULA	
		NUMERATOR	DENOMINATOR
161	L6/L	Row 16 Total	Blocks D, E, F Total
162	L7/L	Row 17 Total	Blocks D, E, F Total
163	L8/L	Row 18 Total	Blocks D, E, F Total
164	L9/L	Row 19 Total	Blocks D, E, F Total
165	N0/N	Row 20 Total	Blocks G, H, I Total
166	N1/N	Row 21 Total	Blocks G, H, I Total
167	N2/N	Row 22 Total	Blocks G, H, I Total
168	N3/N	Row 23 Total	Blocks G, H, I Total
169	N4/N	Row 24 Total	Blocks G, H, I Total
170	N5/N	Row 25 Total	Blocks G, H, I Total
171	N6/N	Row 26 Total	Blocks G, H, I Total
172	N7/N	Row 27 Total	Blocks G, H, I Total
173	N8/N	Row 28 Total	Blocks G, H, I Total
174	N9/N	Row 29 Total	Blocks G, H, I Total

Table 5

SCAS Teacher Behavior Scores (201-274)*

ID	SYMBOL	COMPUTATION FORMULA** NUMERATOR	DENOMINATOR
201	S/M	Blocks D, E, F Totals	Matrix Total
202	T/M	Blocks G, H, I Totals	Matrix Total
203	S0/M	Row 10 Total	Matrix Total
204	S1/M	Row 11 Total	Matrix Total
205	S2/M	Row 12 Total	Matrix Total
206	S3/M	Row 13 Total	Matrix Total
207	S4/M	Row 14 Total	Matrix Total
208	S5/M	Row 15 Total	Matrix Total
209	S6/M	Row 16 Total	Matrix Total
210	S7/M	Row 17 Total	Matrix Total
211	S8/M	Row 18 Total	Matrix Total
212	S9/M	Row 19 Total	Matrix Total
213	T0/M	Row 20 Total	Matrix Total
214	T1/M	Row 21 Total	Matrix Total
215	T2/M	Row 22 Total	Matrix Total
216	T3/M	Row 23 Total	Matrix Total
217	T4/M	Row 24 Total	Matrix Total
218	T5/M	Row 25 Total	Matrix Total
219	T6/M	Row 26 Total	Matrix Total
220	T7/M	Row 27 Total	Matrix Total
221	T8/M	Row 28 Total	Matrix Total
222	T9/M	Row 29 Total	Matrix Total
223	0-0/M	Block A Total	Matrix Total
224	0-S/M	Block B Total	Matrix Total
225	0-T/M	Block C Total	Matrix Total
226	S-0/M	Block D Total	Matrix Total
227	S-S/M	Block E Total	Matrix Total
228	S-T/M	Block F Total	Matrix Total
229	T-0/M	Block G Total	Matrix Total
230	T-S/M	Block H Total	Matrix Total

*The first digit, "2", identifies the score as a teacher behavior score. Student behavior scores are identified by a first digit of "1".

**See attached matrix.

Table 5 (continued)

ID	SYMBOL	COMPUTATION FORMULA NUMERATOR	DENOMINATOR
231	T-T/M	Block I Total	Matrix Total
232	Ext S0/M	Cell 10-10 Total	Matrix Total
233	Ext S1/M	Cell 11-11 Total	Matrix Total
234	Ext S2/M	Cell 12-12 Total	Matrix Total
235	Ext S3/M	Cell 13-13 Total	Matrix Total
236	Ext S4/M	Cell 14-14 Total	Matrix Total
237	Ext S5/M	Cell 15-15 Total	Matrix Total
238	Ext S6/M	Cell 16-16 Total	Matrix Total
239	Ext S7/M	Cell 17-17 Total	Matrix Total
240	Ext S8/M	Cell 18-18 Total	Matrix Total
241	Ext S9/M	Cell 19-19 Total	Matrix Total
242	Ext T0/M	Cell 20-20 Total	Matrix Total
243	Ext T1/M	Cell 21-21 Total	Matrix Total
244	Ext T2/M	Cell 22-22 Total	Matrix Total
245	Ext T3/M	Cell 23-23 Total	Matrix Total
246	Ext T4/M	Cell 24-24 Total	Matrix Total
247	Ext T5/M	Cell 25-25 Total	Matrix Total
248	Ext T6/M	Cell 26-26 Total	Matrix Total
249	Ext T7/M	Cell 27-27 Total	Matrix Total
250	Ext T8/M	Cell 28-28 Total	Matrix Total
251	Ext T9/M	Cell 29-29 Total	Matrix Total
252	Ext S/M	Total of Cells 10-10, 11-11, 12-12, 13-13, 14-14, 15-15, 16-16, 17-17, 18-18, 19-19	Matrix Total
253	Ext T/M	Total of Cells 20-20, 21-21, 22-22, 23-23, 24-24, 25-25, 26-26, 27-27, 28-28, 29-29	Matrix Total
254	Ext S+T/M	Total of Numerator 52 plus 53	Matrix Total
255	S0/S	Row 10 Total	Blocks D, E, F Total
256	S1/S	Row 11 Total	Blocks D, E, F Total
257	S2/S	Row 12 Total	Blocks D, E, F Total
258	S3/S	Row 13 Total	Blocks D, E, F Total
259	S4/S	Row 14 Total	Blocks D, E, F Total
260	S5/S	Row 15 Total	Blocks D, E, F Total

Table 5 (continued

ID	SYMBOL	COMPUTATION FORMULA NUMERATOR	DENOMINATOR
261	S6/S	Row 16 Total	Blocks D, E, F Total
262	S7/S	Row 17 Total	Blocks D, E, F Total
263	S8/S	Row 18 Total	Blocks D, E, F Total
264	S9/S	Row 19 Total	Blocks D, E, F Total
265	T0/T	Row 20 Total	Blocks G, H, I Total
266	T1/T	Row 21 Total	Blocks G, H, I Total
267	T2/T	Row 22 Total	Blocks G, H, I Total
268	T3/T	Row 23 Total	Blocks G, H, I Total
269	T4/T	Row 24 Total	Blocks G, H, I Total
270	T5/T	Row 25 Total	Blocks G, H, I Total
271	T6/T	Row 26 Total	Blocks G, H, I Total
272	T7/T	Row 27 Total	Blocks G, H, I Total
273	T8/T	Row 28 Total	Blocks G, H, I Total
274	T9/T	Row 29 Total	Blocks G, H, I Total

Table 6

Questions Answered by SCAS Student Behavior Scores

Questions	Symbols
A. What proportion of a student's total time* is devoted to:	
101. lesson-related behaviors?	L/M
102. nonlesson-related behaviors?	N/M
B. What proportion of a student's total time is devoted to lesson-related behaviors which involve:	
103. non-codable behaviors?	LO/M
104. observing the teacher or student who demonstrates for teacher?	L1/M
105. following the teacher's directions as to how an activity should be done?	L2/M
106. doing an activity in which he does not follow teacher directions regarding how the activity should be done?	L3/M
107. responding to a teacher request or question (by telling or showing)?	L4/M
108. initiating (or attempting to initiate) interaction with the teacher or continuing self-initiated interaction with the teacher?	L5/M
109. initiating interaction with another student?	L6/M
110. receiving ideas from another student (who is not demonstrating for the teacher)?	L7/M
111. copying or following the instructions of another student?	L8/M
112. giving ideas to another student (not at the request of the teacher)?	L9/M
C. What proportion of a student's total time is devoted to nonlesson-related behaviors which involve:	
113. non-codable behaviors?	NO/M
114. observing the teacher or student who demonstrates for the teacher?	N1/M
115. following the teacher's direction as to how an activity should be done?	N2/M
116. doing an activity in which he does not follow teacher directions regarding how the activity should be done?	N3/M
117. responding to a teacher request or question (by telling or showing)?	N4/M

*"Total time" refers to time during science lessons.

Questions | Symbols

C. (continued)

118. initiating (or attempting to initiate) interaction with the teacher or continuing self-initiated interaction with the teacher?----------N5/M
119. initiating interaction with another student?----------N6/M
120. receiving ideas from another student (who is not demonstrating for the teacher)?----------N7/M
121. copying or following the instructions of another student?----------N8/M
122. giving ideas to another student (not at the request of the teacher)?----------N9/M

D. What proportion of a student's total time is devoted to non-codable lesson-related versus nonlesson-related behaviors which are followed immediately by:

123. non-codable lesson-related versus nonlesson-related behaviors?----------O-O/M
124. lesson-related behaviors?----------O-L/M
125 nonlesson-related behaviors?----------O-N/M

E. What proportion of a student's total time is devoted to lesson-related behaviors which are followed immediately by:

126. non-codable lesson-related versus nonlesson-related behaviors?----------L-O/M
127. lesson-related behaviors?----------L-L/M
128. nonlesson-related behaviors?----------L-N/M

F. What proporation of a student's total time is devoted to nonlesson-related behaviors which are followed immediately by:

129. non-codable lesson-related versus nonlesson-related behaviors?----------N-O/M
130. lesson-related behaviors?----------N-L/M
131. nonlesson-related behaviors?----------N-N/M

G. What proportion of a student's total time is devoted to lesson-related behaviors which are extended* occurrences of:

132. non-codable behaviors?----------Ext LO/M
133. observing the teacher or a student who demonstrates for the teacher?----------Ext L1/M
134. following the teacher's directions as to how an activity should be done?----------Ext L2/M
135. doing an activity in which he does not follow teacher directions regarding how the activity should be done?----------Ext L3/M

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*Extended occurrences refers to the continued uninterrupted use of a category for a period longer than four seconds.

Questions — Symbols

G. (continued)

136. responding to a teacher request or question (by telling or showing)?---------- Ext L4/M
137. initiating (or attempting to initiate) interaction with the teacher or continuing self-initiated interaction with the teacher?---------- Ext L5/M
138. initiating interaction with another student?---------- Ext L6/M
139. receiving ideas from another student (who is not demonstrating for the teacher)?---------- Ext L7/M
140. copying or following the instructions of another student?---------- Ext L8/M
141. giving ideas to another student (not at the request of the teacher)?---------- Ext L9/M

H. What proportion of a student's total time is devoted to nonlesson-related behaviors which are extended occurrences of:

142. non-codable behaviors?---------- Ext N0/M
143. observing the teacher or a student who demonstrates for the teacher?---------- Ext N1/M
144. following the teacher's directions as to how an activity should be done?---------- Ext N2/M
145. doing an activity in which he does not follow teacher directions regarding how the activity should be done?---------- Ext N3/M
146. responding to a teacher request or question (by telling or showing)?---------- Ext N4/M
147. initiating (or attempting to initiate) interaction with the teacher or continuing self-initiated interaction with the teacher?---------- Ext N5/M
148. initiating interaction with another student?---------- Ext N6/M
149. receiving ideas from another student (who is not demonstrating for the teacher)?---------- Ext N7/M
150. copying or following the instructions of another student?---------- Ext N8/M
151. giving ideas to another student (not at the request of the teacher)?---------- Ext N9/M

I. What proportion of a student's total time is devoted to the extended occurrence of:

152. lesson-related behaviors?---------- Ext L/M
153. nonlesson-related behaviors?---------- Ext N/M
154. combined lesson-related and nonlesson-related behaviors (all behaviors)?---------- Ext L+N/M

J. What proportion of a student's lesson-related behaviors are devoted to:

155. non-codable behaviors?---------- L0/L
156. observing the teacher or a student who demonstrates for the teacher?---------- L1/L
157. following the teacher's directions as to how an activity should be done?---------- L2/L

Questions	Symbols
J. (continued)	
158. doing an activity in which he does not follow teacher directions regarding how the activity should be done?	L3/L
159. responding to a teacher request or question (by telling or showing)?	L4/L
160. initiating (or attempting to initiate) interaction with the teacher or continuing self-initiated interaction with the teacher?	L5/L
161. initiating interaction with another student?	L6/L
162. receiving ideas from another student (who is not demonstrating for the teacher)?	L7/L
163. copying or following the instructions of another student?	L8/L
164. giving ideas to another student (not at the request of the teacher)?	L9/L
K. What proportion of a student's nonlesson-related behaviors are devoted to:	
165. non-codable behaviors?	N0/N
166. observing the teacher or a student who demonstrates for the teacher?	N1/N
167. following the teacher's directions as to how an activity should be done?	N2/N
168. doing an activity in which he does not follow teacher directions regarding how the activity should be done?	N3/N
169. responding to a teacher request or question (by telling or showing)?	N4/N
170. initiating (or attempting to initiate) interaction with the teacher or continuing self-initiated interaction with the teacher?	N5/N
171. initiated interaction with another student?	N6/N
172. receiving ideas from another student (who is not demonstrating for the teacher)?	N7/N
173. copying or following the instructions of another student?	N8/N
174. giving ideas to another student (not at the request of the teacher)?	N9/N

Table 7

Questions Answered by SCAS Teacher Behavior Scores

Questions	Symbols
A. What proportion of a teacher's total time* is devoted to:	
201. interactions with 1-6 students?	S/M
202. interactions with more than 6 students?	T/M
B. What proportion of a teacher's total time is devoted to interacting with 1-6 students by:	
203. non-codable behaviors?	S0/M
204. not observing student behaviors?	S1/M
205. observing but not responding to student behaviors?	S2/M
206. accepting and/or encouraging student behaviors?	S3/M
207. suggesting alternatives to student behaviors without telling how the alternative should be done?	S4/M
208. rejecting and/or discouraging student behaviors?	S5/M
209. reprimanding students or using unpleasant criticism, ridicule, or sarcasm?	S6/M
210. asking questions which students are expected to answer?	S7/M
211. giving information to students which tells them which activity should be done or asking rhetorical questions?	S8/M
212. giving directions or information which tells students how an activity should be done?	S9/M
C. What proportion of a teacher's total time is devoted to interacting with more than 6 students by:	
213. non-codable behaviors?	T0/M
214. not observing student behaviors?	T1/M
215. observing but not responding to student behaviors?	T2/M
216. accepting and/or encouraging student behaviors?	T3/M
217. suggesting alternatives to student behaviors without telling how the alternative should be done?	T4/M
218. rejecting and/or discouraging student behaviors?	T5/M
219. reprimanding students or using unpleasant criticism, ridicule, or sarcasm?	T6/M
220. asking questions which students are expected to answer?	T7/M
221. giving information to students which tells them which activity should be done or asking rhetorical questions?	T8/M
222. giving directions or information which tells students how an activity should be done?	T9/M

*"Total time" refers to time during science lessons.

Questions — Symbols

D. What proportion of a teacher's total time is devoted to non-codable small-group (S) versus large-group (T) behaviors which are followed immediately by:

223. non-codable behaviors?----------O-O/M
224. interaction with 1-6 students?----------O-S/M
225. interactions with more than 6 students?----------O-T/M

E. What proportion of a teacher's total time is devoted to interactions with 1-6 students which are followed immediately by:

226. non-codable small-group versus large-group interactions?-------S-O/M
227. interactions with 1-6 students?----------S-S/M
228. interactions with more than 6 students?----------S-T/M

F. What proportion of a teacher's total time is devoted to interaction with more than 6 students which is followed immediately by:

229. non-codable small-group versus large-group interactions?-------T-O/M
230. interactions with 1-6 students?----------T-S/M
231. Interactions with more than 6 students?----------T-T/M

G. What proportion of a teacher's total time is devoted to extended* occurrences of the following interactions with 1-6 children:

232. non-codable behaviors?----------Ext SO/M
233. not observing student behaviors?----------Ext S1/M
234. observing but not responding to student behaviors?----------Ext S2/M
235. accepting and/or encouraging student behaviors?----------Ext S3/M
236. suggesting alternatives to student behaviors without telling how the alternative should be done?----------Ext S4/M
237. rejecting and/or discouraging student behaviors?----------Ext S5/M
238. reprimanding students or using unpleasant criticism, ridicule, or sarcasm?----------Ext S6/M
239. asking questions which students are expected to answer?--------Ext S7/M
240. giving information to students which tells them which activity should be done or asking rhetorical questions?--------Ext S8/M
241. giving directions or information which tells students how an activity should be done?----------Ext S9/M

H. What proportion of a teacher's total time is devoted to the following extended interactions with more than 6 children:

242. non-codable behaviors?----------Ext TO/M
243. not observing student behaviors?----------Ext T1/M
244. observing but not responding to student behaviors?----------Ext T2/M
245. accepting and/or encouraging student behaviors?----------Ext T3/M

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*Extended occurrences refers to the continued uninterrupted use of a category for a period longer than four seconds.

Table 7 (continued)

Questions	Symbols
H. (continued)	
246. suggesting alternatives to student behaviors without telling how the alternative should be done?	Ext T4/M
247. rejecting and/or discouraging student behaviors?	Ext T5/M
248. reprimanding students or using unpleasant criticism, ridicule, or sarcasm?	Ext T6/M
249. asking questions which students are expected to answer?	Ext T7/M
250. giving information to students which tells them which activity should be done or asking rhetorical questions?	Ext T8/M
251. giving directions or information which tells students how an activity should be done?	Ext T9/M
I. What proportion of a teacher's total time is devoted to extended interactions with:	
252. 1-6 children?	Ext S/M
253. more than 6 children?	Ext T/M
254. any number of children?	Ext S+T/M
J. What proportion of a teacher's interactions with 1-6 children are devoted to:	
255. non-codable behaviors?	S0/S
256. not observing student behaviors?	S1/S
257. observing but not responding to student behaviors?	S2/S
258. accepting and/or encouraging student behaviors?	S3/S
259. suggesting alternatives to student behaviors without telling how the alternative should be done?	S4/S
260. rejecting and/or discouraging student behaviors?	S5/S
261. reprimanding students or using unpleasant criticism, ridicule, or sarcasm?	S6/S
262. asking questions which students are expected to answer?	S7/S
263. giving information to students which tell them which activity should be done or asking rhetorical questions?	S8/S
264. giving directions or information which tells students how an activity should be done?	S9/S
K. What proportion of a teacher's interactions with more than 6 students are devoted to:	
265. non-codable behaviors?	T0/T
266. not observing student behaviors?	T1/T
267. observing but not responding to student behaviors?	T2/T
268. accepting and/or encouraging student behaviors?	T3/T
269. suggesting alternatives to student behaviors without telling how the alternative should be done?	T4/T
270. rejecting and/or discouraging student behaviors?	T5/T
271. reprimanding students or using unpleasant criticism, ridicule, or sarcasm?	T6/T

Table 7 (continued)

Questions	Symbols
K. (continued)	
272. asking questions which students are expected to answer?	T7/T
273. giving information to students which tells them which activity should be done by asking rhetorical questions?	T8/T
274. giving directions or information which tells students how an activity should be done?	T9/T

Table 8

SCAS Student Behavior Scores

Grades 1, 3, 5

Leon County

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
101 - L/M	0.72	0.33 - 0.95	0.76	0.13 - 0.97
102 - N/M	0.25	0.03 - 0.65	0.22	0.02 - 0.84
103 - LO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
104 - L1/M	0.37	0.06 - 0.73	0.37	0.07 - 0.81
105 - L2/M	0.10	0.00 - 0.32	0.05	0.00 - 0.32
106 - L3/M	0.07	0.00 - 0.37	0.09	0.00 - 0.44
107 - L4/M	0.01	0.00 - 0.06	0.01	0.00 - 0.08
108 - L5/M	0.02	0.00 - 0.10	0.01	0.00 - 0.11
109 - L6/M	0.01	0.00 - 0.06	0.01	0.00 - 0.05
110 - L7/M	0.04	0.00 - 0.18	0.03	0.00 - 0.40
111 - L8/M	0.00	0.00 - 0.03	0.00	0.00 - 0.06
112 - L9/M	0.02	0.00 - 0.09	0.02	0.00 - 0.18
113 - NO/M	0.00	0.00 - 0.02	0.00	0.00 - 0.30
114 - N1/M	0.00	0.00 - 0.05	0.00	0.00 - 0.02
115 - N2/M	0.00	0.00 - 0.05	0.00	0.00 - 0.02
116 - N3/M	0.19	0.02 - 0.52	0.17	0.00 - 0.67
117 - N4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
118 - N5/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
119 - N6/M	0.01	0.00 - 0.08	0.01	0.00 - 0.05
120 - N7/M	0.02	0.00 - 0.16	0.01	0.00 - 0.25
121 - N8/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
122 - N9/M	0.01	0.00 - 0.10	0.01	0.00 - 0.12
123 - O-O/M	0.01	0.00 - 0.12	0.01	0.00 - 0.03
124 - O-L/M	0.01	0.00 - 0.02	0.01	0.00 - 0.02
125 - O-N/M	0.00	0.00 - 0.01	0.00	0.00 - 0.02
126 - L-O/M	0.01	0.00 - 0.02	0.01	0.00 - 0.02
127 - L-L/M	0.64	0.23 - 0.91	0.70	0.10 - 0.94
128 - L-N/M	0.06	0.02 - 0.15	0.05	0.01 - 0.17
129 - N-O/M	0.00	0.00 - 0.02	0.00	0.00 - 0.02
130 - N-L/M	0.06	0.02 - 0.15	0.04	0.01 - 0.18
131 - N-N/M	0.18	0.00 - 0.56	0.16	0.01 - 0.79
132 - Ext. LO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
133 - Ext. L1/M	0.25	0.05 - 0.64	0.29	0.03 - 0.73
134 - Ext. L2/M	0.07	0.00 - 0.26	0.04	0.00 - 0.27
135 - Ext. L3/M	0.04	0.00 - 0.29	0.06	0.00 - 0.32
136 - Ext. L4/M	0.00	0.00 - 0.03	0.00	0.00 - 0.07
137 - Ext. L5/M	0.01	0.00 - 0.04	0.00	0.00 - 0.06
138 - Ext. L6/M	0.00	0.00 - 0.02	0.00	0.00 - 0.00
139 - Ext. L7/M	0.01	0.00 - 0.07	0.01	0.00 - 0.18
140 - Ext. L8/M	0.00	0.00 - 0.02	0.00	0.00 - 0.04
141 - Ext. L9/M	0.00	0.00 - 0.03	0.00	0.00 - 0.06
142 - Ext. NO/M	0.00	0.00 - 0.02	0.00	0.00 - 0.29
143 - Ext. N1/M	0.00	0.00 - 0.03	0.00	0.00 - 0.01
144 - Ext. N2/M	0.00	0.00 - 0.04	0.00	0.00 - 0.01
145 - Ext. N3/M	0.12	0.00 - 0.39	0.11	0.00 - 0.62
146 - Ext. N4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
147 - Ext. N5/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
148 - Ext. N6/M	0.00	0.00 - 0.08	0.00	0.00 - 0.00
149 - Ext. N7/M	0.00	0.00 - 0.00	0.00	0.00 - 0.11
150 - Ext. N8/M	0.00	0.00 - 0.04	0.00	0.00 - 0.01
151 - Ext. N9/M	0.00	0.15 - 0.69	0.00	0.00 - 0.06
152 - Ext. L/M	0.46	0.00 - 0.42	0.52	0.08 - 0.81
153 - Ext. N/M	0.14	0.36 - 0.81	0.13	0.00 - 0.78
154 - Ext. L+N/M	0.60	0.38 - 0.86	0.67	0.38 - 0.86
155 - LO/L	0.00	0.15 - 0.95	0.00	0.00 - 0.01
156 - L1/L	0.51	0.00 - 0.56	0.55	0.11 - 0.97
157 - L2/L	0.14	0.00 - 0.00	0.07	0.00 - 0.45
158 - L3/L	0.11	0.00 - 0.47	0.13	0.00 - 0.59
159 - L4/L	0.02	0.00 - 0.09	0.02	0.00 - 0.12
160 - L5/L	0.03	0.00 - 0.15	0.02	0.00 - 0.12
161 - L6/L	0.02	0.00 - 0.08	0.01	0.00 - 0.07
162 - L7/L	0.06	0.00 - 0.26	0.05	0.00 - 0.47
163 - L8/L	0.00	0.00 - 0.06	0.00	0.00 - 0.10
164 - L9/L	0.03	0.00 - 0.14	0.30	0.00 - 0.21
165 - NO/N	0.00	0.00 - 0.04	0.00	0.00 - 0.35

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
166 - N1/N	0.00	0.00 - 0.20	0.00	0.00 - 0.59
167 - N2/N	0.00	0.00 - 0.23	0.79	0.00 - 1.00
168 - N3/N	0.79	0.37 - 1.00	0.00	0.00 - 1.00
169 - N4/N	0.00	0.00 - 0.02	0.00	0.00 - 0.02
170 - N5/N	0.00	0.00 - 0.02	0.00	0.00 - 0.03
171 - N6/N	0.03	0.00 - 0.14	0.03	0.00 - 0.19
172 - N7/N	0.08	0.00 - 0.38	0.07	0.00 - 0.54
173 - N8/N	0.00	0.00 - 0.02	0.00	0.00 - 0.04
174 - N9/N	0.04	0.00 - 0.30	0.05	0.00 - 0.40

Table 9

Changes in
SCAS Student Behavior Scores

Showing Significant* Changes

Grade 1, 3, 5

Leon County

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	
101 - L/M	80	5	49	0.001
102 - N/M	50	4	81	0.001
103 - L0/M		135		0.500
104 - L1/M	78	4	53	0.020
105 - L2/M	38	7	90	0.001
106 - L3/M	44	8	83	0.001
107 - L4/M	37	44	54	0.100
108 - L5/M	26	34	75	0.001
109 - L6/M	24	49	62	0.001
110 - L7/M		135		0.300
111 - L8/M		135		0.500
112 - L9/M		135		0.100
113 - N0/M		135		0.500
114 - N1/M	5	103	27	0.050
115 - N2/M		135		0.300
116 - N3/M	48	5	82	0.001
117 - N4/M		135		0.500
118 - N5/M		132		0.500
119 - N6/M	27	57	51	0.020
120 - N7/M		135		0.100
121 - N8/M		135		0.500
122 - N9/M		132		0.500
123 - 0-0/M	135			0.200
124 - 0-L/M		135		0.500
125 - 0-N/M			135	0.300
126 - L-0/M	135	135	135	0.500
127 - L-L/M	85	5	45	0.001
128 - L-N/M	27	22	91	0.001
129 - N-0/M	10	10	115	0.500

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	
130 - N-L/M	22	30	83	0.001
131 - N-N/M	54	6	75	0.050
132 - Ext. L0/M		135		0.500
133 - Ext. L1/M	85	3	47	0.001
134 - Ext. L2/M	45	10	80	0.001
135 - Ext. L3/M	80	13	42	0.001
136 - Ext. L4/M	25	105	5	0.500
137 - Ext. L5/M	16	64	53	0.001
138 - Ext. L6/M		135	1	0.500
139 - Ext. L7/M	39	52	35	0.500
140 - Ext. L8/M	11	120	5	0.500
141 - Ext. L9/M	27	83	26	0.500
142 - Ext. N0/M	4	130	1	0.500
143 - Ext. N1/M	3	114	17	0.100
144 - Ext. N2/M	3	120	12	0.300
145 - Ext. N3/M	57	6	71	0.100
146 - Ext. N4/M		135		0.500
147 - Ext. N5/M	2	134		0.500
148 - Ext. N6/M		134		0.500
149 - Ext. N7/M	26	78	31	0.500
150 - Ext. N8/M		135		0.500
151 - Ext. N9/M	12	102	21	0.300
152 - Ext. L/M	89	3	42	0.001
153 - Ext. N/M	56	6	73	0.100
154 - Ext. L+N/M	99	4	32	0.001
155 - L0/L	1	134		0.500
156 - L1/L	80	3	52	0.010
157 - L2/L	36	5	94	0.001
158 - L3/L	85	6	44	0.001
159 - L4/L	47	29	59	0.300
160 - L5/L	29	21	82	0.001
161 - L6/L	28	34	73	0.001
162 - L7/L	52	22	61	0.300

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	
163 - L8/L	19	98	20	0.590
164 - L9/L	49	24	62	0.200
165 - N0/N	4	130	1	0.500
166 - N1/N	14	89	37	0.100
167 - N2/N	12	91	32	0.050
168 - N3/N	65	9	61	0.500
169 - N4/N	5	127	3	0.500
170 - N5/N	7	121	7	0.500
171 - N6/N	48	21	65	0.100
172 - N7/N	62	9	63	0.500
173 - N8/N	3	129	3	0.500
174 - N9/N	63	13	59	0.500

Table 10

SCAS Teacher Behavior Scores

Grades 1, 3, 5

Leon County

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
201 - S/M	0.17	0.01 - 0.42	0.18	0.00 - 0.54
202 - T/M	0.80	0.58 - 0.98	0.81	0.46 - 1.00
203 - SO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
204 - S1/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
205 - S2/M	0.09	0.00 - 0.05	0.08	0.00 - 0.27
206 - S3/M	0.02	0.00 - 0.04	0.01	0.00 - 0.03
207 - S4/M	0.01	0.00 - 0.01	0.00	0.00 - 0.01
208 - S5/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
209 - S6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
210 - S7/M	0.02	0.00 - 0.07	0.01	0.00 - 0.03
211 - S8/M	0.01	0.00 - 0.08	0.01	0.00 - 0.18
212 - S9/M	0.01	0.00 - 0.06	0.02	0.00 - 0.05
213 - TO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.09
214 - T1/M	0.01	0.00 - 0.05	0.00	0.00 - 0.03
215 - T2/M	0.39	0.23 - 0.53	0.36	0.16 - 0.70
216 - T3/M	0.06	0.03 - 0.10	0.03	0.01 - 0.07
217 - T4/M	0.01	0.01 - 0.01	0.01	0.00 - 0.02
218 - T5/M	0.01	0.00 - 0.03	0.01	0.00 - 0.02
219 - T6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
220 - T7/M	0.07	0.04 - 0.14	0.08	0.0 - 0.11
221 - T8/M	0.11	0.06 - 0.20	0.15	0.07 - 0.24
222 - T9/M	0.11	0.05 - 0.18	0.08	0.03 - 0.24
223 - O-O/M	0.00	0.00 - 0.01	0.00	0.00 - 0.00
224 - O-S/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
225 - O-T/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
226 - S-O/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
227 - S-S/M	0.17	0.01 - 0.40	0.17	0.00 - 0.53
228 - S-T/M	0.01	0.00 - 0.02	0.00	0.00 - 0.02

Grades 1, 3, 5 - continued

229 - T-O/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
230 T-S/M	0.01	0.00 - 0.02	0.01	0.00 - 0.02
231 T-T/M	0.78	0.56 - 0.98	0.80	0.45 - 1.00
232 EXT - SO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
233 EXT - S1/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
234 EXT - S2/M	0.04	0.00 - 0.07	0.03	0.00 - 0.18
235 EXT - S3/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
236 EXT - S4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
237 EXT - S5/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
238 EXT - S6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
239 EXT - S7/M	0.00	0.00 - 0.01	0.00	0.00 - 0.00
240 EXT - S8/M	0.01	0.00 - 0.05	0.01	0.00 - 0.14
241 EXT - S9/M	0.00	0.00 - 0.04	0.01	0.00 - 0.03
242 EXT - TO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.08
243 EXT - T1/M	0.01	0.00 - 0.04	0.00	0.00 - 0.03
244 EXT - T2/M	0.18	0.13 - 0.33	0.17	0.08 - 0.55
245 EXT - T3/M	0.01	0.00 - 0.02	0.00	0.00 - 0.03
246 EXT - T4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
247 EXT - T5/M	0.00	0.00 - 0.01	0.00	0.00 - 0.00
248 EXT - T6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
249 EXT - T7/M	0.00	0.00 - 0.02	0.00	0.00 - 0.01
250 EXT - T8/M	0.06	0.04 - 0.14	0.11	0.06 - 0.15
251 EXT - T9/M	0.05	0.03 - 0.12	0.05	0.02 - 0.18
252 EXT - S/M	0.07	0.00 - 0.14	0.07	0.00 - 0.34
253 EXT - T/M	0.34	0.29 - 0.50	0.41	0.27 - 0.66
254 EXT - S+T/M	0.44	0.34 - 0.59	0.49	0.42 - 0.67
255 - SO/S	0.00	0.00 - 0.00	0.00	0.00 - 0.00
256 - S1/S	0.00	0.00 - 0.05	0.00	0.00 - 0.02
257 - S2/S	0.48	0.27 - 0.62	0.49	0.00 - 0.73
258 - S3/S	0.44	0.07 - 0.18	0.04	0.00 - 0.16
259 - S4/S	0.00	0.02 - 0.06	0.02	0.00 - 0.06
260 - S5/S	0.00	0.01 - 0.06	0.00	0.00 - 0.04
261 - S6/S	0.48	0.00 - 0.00	0.00	0.00 - 0.02
262 - S7/S	0.12	0.04 - 0.20	0.08	0.00 - 0.12

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
263 - S8/S	0.03	0.04 - 0.32	0.07	0.00 - 0.33
264 - S9/S	0.02	0.00 - 0.24	0.08	0.00 - 0.25
265 - TO/T	0.00	0.00 - 0.00	0.00	0.00 - 0.12
266 - T1/T	0.01	0.00 - 0.06	0.00	0.00 - 0.05
267 - T2/T	0.47	0.37 - 0.57	0.45	0.36 - 0.72
268 - T3/T	0.08	0.04 - 0.12	0.04	0.01 - 0.08
269 - T4/T	0.01	0.01 - 0.02	0.01	0.00 - 0.02
270 - T5/T	0.01	0.00 - 0.03	0.01	0.00 - 0.02
271 - T6/T	0.00	0.00 - 0.00	0.00	0.00 - 0.01
272 - T7/T	0.11	0.05 - 0.15	0.10	0.04 - 0.02
273 - T8/T	0.13	0.07 - 0.23	0.19	0.08 - 0.41
274 - T9/T	0.13	0.06 - 0.21	0.09	0.05 - 0.27

Table 11

Changes in

SCAS Teacher Behavior Scores

Showing Significant* Changes

Grades 1, 3, 5

Leon County

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	Δ
201 - S/M	4		8	0.200
202 - T/M	8		4	0.200
203 - SO/M		12		0.500
204 - S1/M		11	1	0.500
205 - S2/M	4	1	7	0.300
206 - S3/M	1	4	7	0.050
207 - S4/M		9	3	0.300
208 - S5/M		9	3	0.300
209 - S6/M		12		0.500
210 - S7/M	2	2	8	0.050
211 - S8/M	4	2	6	0.500
212 - S9/M	4	4	4	0.500
213 - TO/M		12		0.500
214 - T1/M	2	5	5	0.300
215 - T2/M	6		6	0.500
216 - T3/M	1	2	9	0.020
217 - T4/M	3	7	2	0.500
218 - T5/M	2	2	8	0.500
219 - T6/M	2	10		0.500
220 - T7/M	3		8	0.100
221 - T8/M	10		2	0.200
222 - T9/M	4	1	7	0.300
223 - O-O/M		11	1	0.500
224 - O-S/M		12		0.500
225 - O-T/M		12		0.500
226 - S-O/M		12		0.500
227 - S-S/M	4		8	0.200
228 - S-T/M	2	3	7	0.100
229 - T-O/M		12		0.500
230 - T-S/M	2	5	5	0.300

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	d
231 - T-T/M	8		4	0.200
232 - Ext SO/M		12		0.500
233 - Ext S1/M	1	10	1	0.500
234 - Ext S2/M	5	1	6	0.500
235 - Ext S3/M		11	1	0.500
236 - Ext S4/M		12		0.500
237 - Ext S5/M		12		0.500
238 - Ext S6/M		12		0.500
239 - Ext S7/M		10	2	0.500
240 - Ext S8/M	4	3	5	0.500
241 - Ext S9/M	5	4	3	0.500
242 - Ext TO/M	1	11		0.500
243 - Ext T1/M	1	8	3	0.500
244 - Ext T2/M	6	1	5	0.500
245 - Ext T3/M	2	5	5	0.300
246 - Ext T4/M		12		0.500
247 - Ext T5/M		11		0.500
248 - Ext T6/M		12		0.500
249 - Ext T7/M		7	5	0.100
250 - Ext T8/M	9	1	2	0.020
251 - Ext T9/M	4	1	7	0.300
252 - Ext S/M	5	1	6	0.500
253 - Ext T/M	8	1	3	0.100
254 - Ext S+T/M	10		2	0.020
255 - SO/S		12		0.500
256 - S1/S	1	10	1	0.500
257 - S2/S	6		6	0.500
258 - S3/S	4		9	0.050
259 - S4/S	2	2	8	0.050
260 - S5/S		2	10	0.001

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	σ
261 - S6/S	1	11		0.500
262 - S7/S	3	3	6	0.300
263 - S8/S	3	1	8	0.100
264 - S9/S	6	1	5	0.500
265 - T0/T	1	11		0.500
266 - T1/T	2	6	4	0.500
267 - T2/T	7		5	0.500
268 - T3/T		2	10	0.001
269 - T4/T	2	6	4	0.500
270 - T5/T	1	3	8	0.020
271 - T6/T	2	10		0.500
272 - T7/T	3	3	6	0.300
273 - T8/T	10		2	0.020
274 - T9/T	4		8	0.200

Table 12

SCAS Student Behavior Scores

Grade 1

Leon County

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
101 - L/M	0.70	0.33 - 0.95	0.72	0.24 - 0.97
102 - N/M	0.25	0.03 - 0.65	0.25	0.02 - 0.74
103 - L0/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
104 - L1/M	0.31	0.06 - 0.64	0.37	0.08 - 0.81
105 - L2/M	0.13	0.02 - 0.31	0.08	0.00 - 0.32
106 - L3/M	0.03	0.00 - 0.30	0.05	0.00 - 0.41
107 - L4/M	0.01	.00 - 0.06	0.01	0.00 - 0.05
108 - L5/M	0.02	0.00 - 0.10	0.01	0.00 - 0.07
109 - L6/M	0.01	0.00 - 0.06	0.01	0.00 - 0.04
110 - L7/M	0.05	0.00 - 0.15	0.03	0.00 - 0.13
111 - L8/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
112 - L9/M	0.02	0.00 - 0.09	0.01	0.00 - 0.07
113 - N0/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
114 - N1/M	0.00	0.00 - 0.05	0.00	0.00 - 0.02
115 - N2/M	0.00	0.00 - 0.04	0.00	0.00 - 0.02
116 - N3/M	0.19	0.02 - 0.52	0.19	0.00 - 0.67
117 - N4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
118 - N5/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
119 - N6/M	0.01	0.00 - 0.08	0.01	0.00 - 0.03
120 - N7/M	0.02	0.00 - 0.06	0.02	0.00 - 0.25
121 - N8/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
122 - N9/M	0.01	0.00 - 0.10	0.01	0.00 - 0.08
123 - O-O/M	0.01	0.00 - 0.12	0.01	0.00 - 0.03
124 - O-L/M	0.01	0.01 - 0.02	0.01	0.00 - 0.02
125 - O-N/M	0.00	0.00 - 0.01	0.01	0.00 - 0.01
126 - L-O/M	0.01	0.00 - 0.02	0.01	0.00 - 0.02
127 - L-L/M	0.62	0.23 - 0.91	0.62	0.16 - 0.94
128 - L-N/M	0.05	0.02 - 0.12	0.04	0.01 - 0.16
129 - N-O/M	0.00	0.00 - 0.02	0.00	0.00 - 0.02
130 - N-L/M	0.05	0.02 - 0.12	0.04	0.01 - 0.16

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
131 - N-N/M	0.20	0.00 - 0.56	0.18	0.01 - 0.68
132 EXT - L0/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
133 EXT - L1/M	0.22	0.05 - 0.52	0.30	0.03 - 0.73
134 EXT - L2/M	0.09	0.01 - 0.26	0.05	0.00 - 0.27
135 EXT - L3/M	0.02	0.00 - 0.25	0.03	0.00 - 0.32
136 EXT - L4/M	0.00	0.00 - 0.02	0.00	0.00 - 0.02
137 EXT - L5/M	0.01	0.00 - 0.04	0.00	0.00 - 0.04
138 EXT - L6/M	0.00	0.00 - 0.02	0.00	0.00 - 0.00
139 EXT - L7/M	0.01	0.00 - 0.07	0.01	0.00 - 0.07
140 EXT - L8/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
141 EXT - L9/M	0.00	0.00 - 0.03	0.00	0.00 - 0.02
142 EXT - NO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
143 EXT - N1/M	0.00	0.00 - 0.03	0.00	0.00 - 0.01
144 EXT - N2/M	0.00	0.00 - 0.03	0.00	0.00 - 0.01
145 EXT - N3/M	0.13	0.00 - 0.39	0.13	0.00 - 0.62
146 EXT - N4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
147 EXT - N5/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
148 EXT - N6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
149 EXT - N7/M	0.00	0.00 - 0.02	0.00	0.00 - 0.11
150 EXT - N8/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
151 EXT - N9/M	0.00	0.00 - 0.04	0.00	0.00 - 0.03
152 EXT - L/M	0.45	0.15 - 0.63	0.45	0.09 - 0.79
153 EXT - N/M	0.16	0.00 - 0.45	0.15	0.01 - 0.62
154 EXT - L+N/M	0.60	0.44 - 0.72	0.67	0.42 - 0.84
155 - LO/L	0.00	0.00 - 0.00	0.00	0.00 - 0.00
156 - L1/L	0.46	0.15 - 0.86	0.57	0.19 - 0.91
157 - L2/L	0.18	0.05 - 0.56	0.12	0.01 - 0.45
158 - L3/L	0.06	0.00 - 0.47	0.07	0.00 - 0.51
159 - L4/L	0.02	0.00 - 0.08	0.02	0.00 - 0.07
160 - L5/L	0.03	0.00 - 0.15	0.02	0.00 - 0.80

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
161 - L6/L	0.02	0.00 - 0.08	0.01	0.00 - 0.05
162 - L7/L	0.07	0.00 - 0.19	0.05	0.00 - 0.19
163 - L8/L	0.00	0.00 - 0.02	0.00	0.00 - 0.04
164 - L9/L	0.03	0.00 - 0.14	0.02	0.00 - 0.09
165 - NO/N	0.00	0.00 - 0.00	0.00	0.00 - 0.00
166 - N1/N	0.00	0.00 - 0.20	0.00	0.00 - 1.00
167 - N2/N	0.00	0.00 - 0.23	0.00	0.00 - 0.03
168 - N3/N	0.77	0.37 - 1.00	0.76	0.00 - 0.99
169 - N4/N	0.00	0.00 - 0.01	0.00	0.00 - 0.02
170 - N5/N	0.00	0.00 - 0.02	0.00	0.00 - 0.03
171 - N6/N	0.04	0.00 - 0.14	0.03	0.00 - 0.19
172 - N7/N	0.07	0.00 - 0.35	0.06	0.00 - 0.54
173 - N8/N	0.00	0.00 - 0.00	0.00	0.00 - 0.03
174 - N9/N	0.03	0.00 - 0.30	0.05	0.00 - 0.40

Table 13

Changes in
SCAS Student Behavior Scores

Showing Significant* Change

Grade 1

Leon County

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	α
101 - L/M	33	2	10	0.001
102 - N/M	10	1	34	0.001
103 - LO/M		45		0.500
104 - L1/M	19	1	25	0.300
105 - L2/M	8	1	36	0.001
106 - L3/M	33	1	11	0.001
107 - L4/M	13	16	16	0.500
108 - L5/M	6	13	26	0.001
109 - L6/M	14	16	15	0.500
110 - L7/M	26	6	13	0.050
111 - L8/M	13	25	7	0.300
112 - L9/M	25	8	12	0.050
113 - NO/M	3	41	1	0.500
114 - N1/M	1	34	10	0.100
115 - N2/M	3	35	7	0.500
116 - N3/M	15	1	29	0.020
117 - N4/M		45		0.500
118 - N5/M	1	44	0	0.500
119 - N6/M	4	22	19	0.020
120 - N7/M	8	12	25	0.010
121 - N8/M		45		0.500
122 - N9/M	13	15	17	0.500
123 - OO/M	1	31	13	0.050
124 - O-L/M	8	32	5	0.500
125 - O-N/M	11	28	6	0.300
126 - L-O/M	16	19	10	0.300
127 - L-L/M	35	0	10	0.001
128 - L-N/M	3	9	33	0.001

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	δ
129 - N-O/M	5	23	7	0.500
130 - N-L/M	4	9	32	0.001
131 - N-N/M	11	2	32	0.001
132 - Ext. LO/M		45		0.500
133 - Ext. L1/M	22		23	0.500
134 - Ext. L2/M	9	3	33	0.001
135 - Ext. L3/M	33	0	12	0.001
136 - Ext. L4/M	7	32	6	0.500
137 - Ext. L5/M	4	25	16	0.050
138 - Ext. L6/M		45		0.500
139 - Ext. L7/M	21	15	9	0.050
140 - Ext. L8/M	10	32	3	0.200
141 - Ext. L9/M	15	22	8	0.200
142 - Ext. NO/M	3	41	1	0.500
143 - Ext. N1/M	0	39	6	0.300
144 - Ext. N2/M	1	39	5	0.500
145 - Ext. N3/M	15	3	27	0.050
146 - Ext. N4/M		45		0.500
147 - Ext. N5/M	1	44		0.500
148 - Ext. N6/M		45		0.500
149 - Ext. N7/M	5	28	12	0.200
150 - Ext. N8/M	0	45		0.500
151 - Ext. N9/M	4	36	5	0.500
152 - Ext. L/M	27	3	15	0.050
153 - Ext. N/M	15	3	27	0.050
154 - Ext. L+N/M	29	2	14	0.020
155 - LO/L	1	44		0.500
156 - L1/L	21	1	23	0.500
157 - L2/L	8	2	35	0.001
158 - L3/L	35	0	10	0.001
159 - L4/L	14	13	18	0.500
160 - L5/L	7	9	29	0.001

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	α
161 - L6/L	16	9	20	0.500
162 - L7/L	25	6	14	0.100
163 - L8/L	12	24	9	0.500
164 - L9/L	26	7	12	0.020
165 - NO/N	3	41	1	0.500
166 - N1/N	6	29	10	0.500
167 - N2/N	5	28	12	0.200
168 - N3/N	24	2	19	0.300
169 - N4/N	1	43	1	0.500
170 - N5/N	1	41	3	0.500
171 - N6/N	13	6	26	0.050
172 - N7/N	18	3	24	0.300
173 - N8/N	1	43	1	0.500
174 - N9/N	19	4	22	0.500

Table 14

SCAS Student Behavior Scores

Grade 3

Leon County

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
101 - L/M	0.71	0.42 - 0.90	0.75	0.13 - 0.92
102 - N/M	0.27	0.08 - 0.56	0.22	0.05 - 0.84
103 - LO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
104 - L1/M	0.40	0.14 - 0.73	0.47	0.07 - 0.72
105 - L2/M	0.06	0.00 - 0.32	0.06	0.00 - 0.23
106 - L3/M	0.06	0.00 - 0.28	0.07	0.00 - 0.31
107 - L4/M	0.02	0.00 - 0.06	0.01	0.00 - 0.08
108 - L5/M	0.03	0.00 - 0.09	0.02	0.00 - 0.11
109 - L6/M	0.01	0.00 - 0.06	0.00	0.00 - 0.02
110 - L7/M	0.03	0.00 - 0.14	0.03	0.00 - 0.11
111 - L8/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
112 - L9/M	0.02	0.00 - 0.08	0.01	0.00 - 0.07
113 - NO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.30
114 - N1/M	0.00	0.00 - 0.03	0.00	0.00 - 0.02
115 - N2/M	0.00	0.00 - 0.02	0.00	0.00 - 0.01
116 - N3/M	0.20	0.07 - 0.46	0.18	0.05 - 0.53
117 - N4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
118 - N5/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
119 - N6/M	0.01	0.00 - 0.03	0.00	0.00 - 0.03
120 - N7/M	0.01	0.00 - 0.16	0.01	0.00 - 0.15
121 - N8/M	0.00	0.00 - 0.01	0.00	0.00 - 0.00
122 - N9/M	0.01	0.00 - 0.07	0.01	0.00 - 0.06
123 - O-O/M	0.01	0.00 - 0.04	0.01	0.00 - 0.01
124 - O-L/M	0.01	0.00 - 0.02	0.01	0.00 - 0.02
125 - O-N/M	0.00	0.00 - 0.01	0.00	0.00 - 0.02
126 - L-O/M	0.01	0.01 - 0.02	0.01	0.00 - 0.02
127 - L-L/M	0.63	0.27 - 0.84	0.68	0.10 - 0.89
128 - L-N/M	0.07	0.04 - 0.15	0.05	0.02 - -/17
129 - N-O/M	0.01	0.00 - 0.01	0.00	0.00 - 0.02
130 - N-L/M	0.07	0.04 - 0.15	0.05	0.02 - 0.18

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
131 - N-N/M	0.19	0.03 - 0.45	0.17	0.04 - 0.79
132 EXT - LO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
133 EXT - L1/M	0.31	0.06 - 0.64	0.40	0.30 - 0.64
134 EXT - L2/M	0.04	0.00 - 0.26	0.04	0.00 - 0.20
135 EXT - L3/M	0.04	0.00 - 0.25	0.04	0.00 - 0.25
136 EXT - L4/M	0.00	0.00 - 0.03	0.00	0.00 - 0.07
137 EXT - L5/M	0.01	0.00 - 0.04	0.00	0.00 - 0.06
138 EXT - L6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
139 EXT - L7/M	0.00	0.00 - 0.06	0.00	0.00 - 0.05
140 EXT - L8/M	0.00	0.00 - 0.01	0.00	0.00 - 0.00
141 EXT - L9/M	0.00	0.00 - 0.02	0.00	0.00 - 0.01
142 EXT - NO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.29
143 EXT - N1/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
144 EXT - N2/M	0.00	0.00 - 0.02	0.00	0.00 - 0.00
145 EXT - N3/M	0.11	0.02 - 0.34	0.11	0.02 - 0.48
146 EXT - N4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
147 EXT - N5/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
148 EXT - N6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
149 EXT - N7/M	0.00	0.00 - 0.05	0.00	0.00 - 0.06
150 EXT - N8/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
151 EXT - N9/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
152 EXT - L/M	0.44	0.16 - 0.69	0.57	0.08 - 0.81
153 EXT - N/M	0.13	0.02 - 0.36	0.13	0.02 - 0.78
154 EXT - L+N/M	0.57	0.36 - 0.81	0.68	0.45 - 0.86
155 - LO/L	0.00	0.00 - 0.00	0.00	0.00 - 0.00
156 - L1/L	0.59	0.27 - 0.95	0.64	0.38 - 0.97
157 - L2/L	0.11	0.00 - 0.43	0.08	0.00 - 0.27
158 - L3/L	0.10	0.00 - 0.45	0.12	0.00 - 0.43
159 - L4/L	0.02	0.00 - 0.09	0.02	0.00 - 0.12
160 - L5/L	0.04	0.00 - 0.14	0.03	0.00 - 0.12

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
161 - L6/L	0.01	0.00 - 0.06	0.01	0.00 - 0.03
162 - L7/L	0.04	0.00 - 0.18	0.04	0.00 - 0.14
163 - L8/L	0.00	0.00 - 0.02	0.00	0.00 - 0.01
164 - L9/L	0.02	0.00 - 0.09	0.01	0.00 - 0.09
165 - NO N	0.00	0.00 - 0.00	0.00	0.00 - 0.35
166 - N1/N	0.00	0.00 - 0.11	0.00	0.00 - 0.07
167 - N2/N	0.00	0.00 - 0.08	0.00	0.00 - 0.05
168 - N3/N	0.81	0.48 - 1.00	0.81	0.45 - 1.00
169 - N4/N	0.00	0.00 - 0.00	0.00	0.00 - 0.01
170 - N5/N	0.00	0.00 - 0.00	0.00	0.00 - 0.01
171 - N6/N	0.02	0.00 - 0.11	0.02	0.00 - 0.12
172 - N7/N	0.06	0.00 - 0.33	0.07	0.00 - 0.38
173 - N8/N	0.00	0.00 - 0.02	0.00	0.00 - 0.01
174 - N9/N	0.04	0.00 - 0.16	0.04	0.00 - 0.09

Table 15

Changes in

SCAS Student Behavior Scores

Grade 3

Leon County

SCORES	NUMBER OF SUBJECTS INCREASE	NO CHANGE	DECREASE	
101 L/M	27	2	17	0.100
102 N/M	17	1	28	0.100
103 LO/M	0	46	0	0.500
104 L1/M	31	2	13	0.001
105 L2/M	18	2	26	0.200
106 L3/M	27	3	16	0.100
107 L4/M	12	12	22	0.100
108 L5/M	14	11	21	0.300
109 L6/M	6	18	22	0.010
110 L7/M	12	13	21	0.100
111 L8/M	3	41	2	0.500
112 L9/M	7	15	24	0.010
113 NO/M	1	45	0	0.500
114 N1/M	2	36	8	0.300
115 N2/M	1	42	3	0.500
116 N3/M	14	3	29	0.200
117 N4/M	1	45	0	0.500
118 N5/M	1	45	0	0.500
119 N6/M	13	17	16	0.500
120 N7/M	15	12	19	0.500
121 N8/M	0	45	1	0.500
122 N9/M	16	14	16	0.500
123 O-O/M	12	22	12	0.500
124 O-L/M	12	25	9	0.500
125 O-N/M	7	31	8	0.500
126 L-N/M	10	26	10	0.500
127 L-L/M	30	4	12	0.001

Grade 3 - continued

SCORES	NUMBER OF SUBJECTS INCREASE	NO CHANGE	DECREASE	
128 L-N/M	8	6	32	0.001
129 N-O/M	6	29	11	0.300
130 N-L/M	5	10	31	0.001
131 N-N/M	21	2	23	0.500
132 Ext LO/M	0	46	0	0.500
133 Ext L1/M	34	3	9	0.001
134 Ext L2/M	21	4	21	0.500
135 Ext L3/M	28	3	15	0.050
136 Ext L4/M	9	30	7	0.500
137 Ext L5/M	11	21	14	0.500
138 Ext L6/M	0	46	0	0.500
139 Ext L7/M	6	29	11	0.300
140 Ext L8/M	0	44	2	0.500
141 Ext L9/M	5	33	8	0.500
142 Ext N-O/M	1	45	0	0.500
143 Ext N1/M	2	40	4	0.500
144 Ext N2/M	0	43	3	0.500
145 Ext N3/M	21	0	25	0.500
146 Ext N4/M	0	46	0	0.500
147 Ext N5/M	0	46	0	0.500
148 Ext N6/M	0	46	0	0.500
149 Ext N7/M	8	27	11	0.500
150 Ext N8/M	0	46	0	0.500
151 Ext N9/M	3	38	5	0.500
152 Ext L/M	35	0	11	0.001
153 Ext N/M	19	1	26	0.300
154 Ext L+N/M	37	2	7	0.001
155 LO/L	0	46	0	0.500
156 L1/L	27	1	18	0.100
157 L2/L	17	1	28	0.100
158 L3/L	27	3	16	0.100
159 L4/L	14	10	22	0.200
160 L5/L	15	5	26	0.100
161 L6/L	5	15	26	0.001

SCORES	NUMBER OF SUBJECTS INCREASE	NO CHANGE	DECREASE	
162 L7/L	13	11	22	0.100
163 L8/L	4	37	5	0.500
164 L9/L	9	12	25	0.010
165 NO/N	0	46	0	0.500
166 N1/N	3	31	12	0.100
167 N2/N	4	35	7	0.500
168 N3/N	20	4	22	0.500
169 N4/N	1	45	0	0.500
170 N5/N	1	45	0	0.500
171 N6/N	22	6	18	0.500
172 N7/N	24	3	19	0.300
173 N8/N	0	44	2	0.500
174 N9/N	23	4	19	0.500

Table 16

SCAS Student Behavior Scores

Grade 5

Leon County

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
101 - L/M	0.73	0.47 - 0.89	0.80	0.29 - 0.96
102 - N/M	0.24	0.09 - 0.51	0.18	0.02 - 0.68
103 - LO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
104 - L1/M	0.36	0.14 - 0.55	0.28	0.09 - 0.74
105 - L2/M	0.10	0.03 - 0.22	0.02	0.00 - 0.23
106 - L3/M	0.08	0.01 - 0.37	0.19	0.01 - 0.44
107 - L4/M	0.01	0.00 - 0.05	0.01	0.00 - 0.06
108 - L5/M	0.02	0.00 - 0.06	0.01	0.00 - 0.06
109 - L6/M	0.02	0.00 - 0.04	0.02	0.00 - 0.05
110 - L7/M	0.05	0.01 - 0.18	0.06	0.00 - 0.40
111 - L8/M	0.00	0.00 - 0.03	0.00	0.00 - 0.06
112 - L9/M	0.03	0.00 - 0.09	0.04	0.00 - 0.18
113 - NO/M	0.00	0.00 - 0.02	0.00	0.00 - 0.08
114 - N1/M	0.00	0.00 - 0.04	0.00	0.00 - 0.02
115 - N2/M	0.00	0.00 - 0.05	0.00	0.00 - 0.01
116 - N3/M	0.18	0.06 - 0.37	0.14	0.01 - 0.49
117 - N4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
118 - N5/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
119 - N6/M	0.01	0.00 - 0.05	0.00	0.00 - 0.05
120 - N7/M	0.02	0.00 - 0.16	0.01	0.00 - 0.13
121 - N8/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
122 - N9/M	0.01	0.00 - 0.09	0.01	0.00 - 0.12
123 - O-O/M	0.01	0.00 - 0.03	0.01	0.00 - 0.01
124 - O-L/M	0.01	0.01 - 0.02	0.01	0.01 - 0.02
125 - O-N/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
126 - L-O/M	0.01	0.01 - 0.02	0.01	0.00 - 0.02
127 - L-L/M	0.66	0.40 - 0.83	0.75	0.23 - 0.94
128 - L-N/M	0.06	0.03 - 0.11	0.04	0.01 - 0.10
129 - N-O/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
130 - N-L/M	0.06	0.03 - 0.11	0.04	0.01 - 0.10

Grade 5 - continued

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
131 - N-N/M	0.14	0.04 - 0.45	0.13	0.01 - 0.62
132 EXT - LO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
133 EXT - L1/M	0.25	0.06 - 0.42	0.21	0.04 - 0.66
134 EXT - L2/M	0.07	0.01 - 0.20	0.02	0.00 - 0.21
135 EXT - L3/M	0.05	0.00 - 0.29	0.10	0.00 - 0.32
136 EXT - L4/M	0.00	0.00 - 0.01	0.00	0.00 - 0.02
137 EXt - L5/M	0.00	0.00 - 0.04	0.00	0.00 - 0.02
138 EXT - L6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
139 EXT - L7/M	0.01	0.00 - 0.07	0.01	0.00 - 0.18
140 EXT - L8/M	0.00	0.00 - 0.02	0.00	0.00 - 0.04
141 EXT - L9/M	0.00	0.00 - 0.03	0.00	0.00 - 0.06
142 EXT - NO/M	0.00	0.00 - 0.02	0.00	0.00 - 0.08
143 EXT - N1/M	0.00	0.00 - 0.02	0.00	0.00 - 0.01
144 EXT - N2/M	0.00	0.00 - 0.04	0.00	0.00 - 0.01
145 EXT - N3/M	0.11	0.02 - 0.28	0.09	0.00 - 0.40
146 EXT - N4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
147 EXT - N5/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
148 EXT - N6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
149 EXT - N7/M	0.00	0.00 - 0.08	0.00	0.00 - 0.04
150 EXT - N8/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
151 EXT - N9/M	0.00	0.00 - 0.02	0.00	0.00 - 0.06
152 EXT - L/M	0.47	0.20 - 0.61	0.50	0.18 - 0.75
153 EXT - N/M	0.14	0.02 - 0.32	0.09	0.00 - 0.45
154 EXT - L+N/M	0.62	0.36 - 0.76	0.63	0.38 - 0.82
155 - LO/L	0.00	0.00 - 0.00	0.00	0.00 - 0.01
156 - L1/L	0.48	0.29 - 0.70	0.41	0.11 - 0.87
157 - L2/L	0.14	0.04 - 0.32	0.03	0.00 - 0.26
158 - L8/L	0.11	0.01 - 0.45	0.23	0.01 - 0.59
159 - L4/L	0.02	0.00 - 0.05	0.01	0.00 - 0.07
160 - L5/L	0.03	0.00 - 0.09	0.01	0.00 - 0.06

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
161 - L6/L	0.03	0.00 - 0.06	0.02	0.00 - 0.07
162 - L7/L	0.06	0.01 - 0.26	0.08	0.01 - 0.47
163 - L8/L	0.00	0.00 - 0.06	0.00	0.00 - 0.10
164 - L9/L	0.04	0.00 - 0.03	0.05	0.00 - 0.21
165 - NO/N	0.00	0.00 - 0.04	0.00	0.00 - 0.31
166 - N1/N	0.00	0.00 - 0.15	0.00	0.00 - 0.25
167 - N2/N	0.00	0.00 - 0.19	0.00	0.00 - 0.33
168 - N3/N	0.77	0.41 - 0.96	0.79	0.33 - 1.00
169 - N4/N	0.00	0.00 - 0.02	0.00	0.00 - 0.02
170 - N5/N	0.00	0.00 - 0.01	0.00	0.00 - 0.03
171 - N6/N	0.03	0.00 - 0.10	0.02	0.00 - 0.17
172 - N7/N	0.09	0.01 - 0.38	0.07	0.00 - 0.36
173 - N8/N	0.00	0.00 - 0.01	0.00	0.00 - 0.04
174 - N9/N	0.05	0.00 - 0.20	0.04	0.00 - 0.28

Table 17

Changes in
SCAS Student Behavior Scores

Showing Significant* Changes

Grade 5

Leon County

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	δ
101 - L/M	33	2	10	0.001
102 - N/M	10	1	34	0.001
103 - LO/M	0	45	0	0.500
104 - L1/M	19	1	25	0.300
105 - L2/M	8	1	36	0.001
106 - L3/M	33	1	11	0.001
107 - L4/M	13	16	16	0.500
108 - L5/M	6	13	26	0.001
109 - L6/M	14	16	15	0.500
110 - L7/M	26	6	13	0.050
111 - L8/M	13	25	7	0.300
112 - L9/M	25	8	12	0.050
113 - NO/M	3	41	1	0.500
114 - N1/M	1	34	10	0.100
115 - N2/M	3	35	7	0.500
116 - N3/M	15	1	29	0.020
117 - N4/M	0	45	0	0.500
118 - N5/M	1	44	0	0.500
119 - N6/M	4	22	19	0.020
120 - N7/M	8	12	25	0.010
121 - N8/M	0	45	0	0.500
122 - N9/M	13	15	17	0.500
123 - O-O/M	1	31	13	0.050
124 - O-L/M	8	32	5	0.500
125 - O-N/M	11	28	6	0.300
126 - L-O/M	16	19	10	0.300
127 - L-L/M	35	0	10	0.001
128 - N-O/M	3	9	33	0.001
129 - N-L/M	5	33	7	0.500
130 - N-N/M	4	9	32	0.001

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	δ
131 EXT - L0/M	11	2	32	0.001
132 EXT - L1/M	0	45	0	0.500
133 EXT - L2/M	22	0	23	0.500
134 EXT - L3/M	9	3	33	0.001
135 EXT - L4/M	33		12	0.001
136 EXT - L5/M	7	32	6	0.500
137 EXT - L6/M	4	25	16	0.050
138 LN/M	0	45	0	0.500
139 EXT - L7/M	21	15	9	0.050
140 EXT - L8/M	10	32	3	0.200
141 EXT - L9/M	15	22	8	0.200
142 EXT - NO/M	3	41	1	0.500
143 EXT - N1/M		39	6	0.300
144 EXT - N2/M	2	38	5	0.500
145 EXT - N3/M	15	3	27	0.050
146 EXT - N4/M	0	45	0	0.500
147 EXT - N5/M	1	44	0	0.500
148 EXT - N6/M	0	45	0	0.500
149 EXT - N7/M	5	28	12	0.200
150 EXT - N8/M	0	45	0	0.500
151 EXT - N9/M	4	36	5	0.500
152 EXT - L/M	27	3	15	0.050
153 EXT - N/M	15	3	27	0.050
154 EXT - L+N/M	29	2	14	0.020
155 - LO/L	1	44	0	0.500
156 - L1/L	22	0	23	0.500
157 - L2/L	7	2	36	0.001
158 - L3/L	35	0	10	0.001
159 - L4/L	14	13	18	0.500
160 - L5/L	7	9	29	0.001

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	σ
161 - L6/L	16	9	20	0.500
162 - L7/L	25	6	14	0.100
163 - L8/L	12	24	9	0.500
164 - L9/L	26	7	12	0.020
165 - NO/N	3	41	1	0.500
166 - N1/N	7	28	10	0.500
167 - N2/N	5	28	12	0.200
168 - N3/N	24	2	19	0.300
169 - N4/N	1	43	1	0.500
170 - N5/N	1	41	3	0.500
171 - N6/N	13	6	26	0.050
172 - N7/N	18	3	24	0.300
173 - N8/N	1	43	1	0.500
174 - N9/N	19	4	22	0.500

Table 18

SCAS Teacher Behavior Scores

Grade 1

Leon County

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIA	RANGE
201 - S/M	0.21	0.17 - 0.42	0.16	0.11 - 0.19
202 - T/M	0.71	0.58 - 0.83	0.82	0.81 - 0.89
203 - S0/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
204 - S1/M	0.00	0.00 - 0.01	0.00	0.00 - 0.00
205 - S2/M	0.11	0.08 - 0.15	0.07	0.05 - 0.10
206 - S3/M	0.03	0.02 - 0.04	0.01	0.01 - 0.03
207 - S4/M	0.01	0.01 - 0.01	0.00	0.00 - 0.01
208 - S5/M	0.01	0.00 - 0.01	0.00	0.00 - 0.00
209 - S6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
210 - S7/M	0.02	0.02 - 0.07	0.01	0.01 - 0.02
211 - S8/M	0.02	0.01 - 0.08	0.01	0.00 - 0.03
212 - S9/M	0.02	0.01 - 0.06	0.02	0.02 - 0.03
213 - T0/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
214 - T1/M	0.01	0.00 - 0.02	0.00	0.00 - 0.02
215 - T2/M	0.39	0.23 - 0.40	0.32	0.31 - 0.51
216 - T3/M	0.04	0.03 - 0.09	0.04	0.03 - 0.07
217 - T4/M	0.01	0.01 - 0.01	0.01	0.01 - 0.02
218 - T5/M	0.01	0.00 - 0.03	0.01	0.01 - 0.01
219 - T6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
220 - T7/M	0.07	0.04 - 0.12	0.10	0.04 - 0.11
221 - T8/M	0.09	0.09 - 0.12	0.14	0.12 - 0.19
222 - T9/M	0.09	0.07 - 0.11	0.11	0.06 - 0.24
223 - O-O/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
224 - O-S/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
225 - O-T/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
226 - S-O/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
227 - S-S/M	0.20	0.16 - 0.40	0.15	0.10 - 0.18
228 - S-T/M	0.01	0.01 - 0.02	0.00	0.00 - 0.01
229 - T-O/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
230 - T-S/M	0.01	0.01 - 0.02	0.01	0.00 - 0.01
231 - T-T/M	0.68	0.56 - 0.82	0.81	0.80 - 0.89

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
232 - Ext. S0/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
233 - Ext. S1/M	0.00	0.00 - 0.01	0.00	0.00 - 0.00
234 - Ext. S2/M	0.04	0.04 - 0.07	0.03	0.03 - 0.05
235 - Ext. S3/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
236 - Ext. S4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
237 - Ext. S5/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
238 - Ext. S6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
239 - Ext. S7/M	0.00	0.00 - 0.01	0.00	0.00 - 0.00
240 - Ext. S8/M	0.01	0.00 - 0.05	0.00	0.00 - 0.02
241 - Ext. S9/M	0.01	0.00 - 0.04	0.02	0.01 - 0.02
242 - Ext. T0/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
243 - Ext. T1/M	0.01	0.00 - 0.01	0.00	0.00 - 0.01
244 - Ext. T2/M	0.18	0.13 - 0.29	0.11	0.10 - 0.37
245 - Ext. T3/M	0.00	0.00 - 0.01	0.00	0.00 - 0.03
246 - Ext. T4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
247 - Ext. T5/M	0.00	0.00 - 0.01	0.00	0.00 - 0.00
248 - Ext. T6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
249 - Ext. T7/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
250 - Ext. T8/M	0.06	0.04 - 0.08	0.10	0.08 - 0.13
251 - Ext. T9/M	0.04	0.03 - 0.07	0.07	0.04 - 0.18
252 - Ext. S/M	0.08	0.06 - 0.14	0.06	0.05 - 0.08
253 - Ext. T/M	0.30	0.30 - 0.44	0.36	0.35 - 0.52
254 - Ext. S+T/M	0.39	0.37 - 0.56	0.42	0.42 - 0.60
255 - S0/S	0.00	0.00 - 0.00	0.00	0.00 - 0.00
256 - S1/S	0.00	0.00 - 0.05	0.00	0.00 - 0.02
257 - S2/S	0.44	0.39 - 0.50	0.45	0.45 - 0.54
258 - S3/S	0.11	0.07 - 0.15	0.06	0.05 - 0.16
259 - S4/S	0.03	0.02 - 0.04	0.02	0.01 - 0.06
260 - S5/S	0.02	0.01 - 0.06	0.01	0.00 - 0.02
261 - S6/S	0.00	0.00 - 0.00	0.00	0.00 - 0.02
262 - S7/S	0.10	0.09 - 0.17	0.10	0.08 - 0.12
263 - S8/S	0.10	0.04 - 0.22	0.05	0.02 - 0.18
264 - S9/S	0.07	0.05 - 0.15	0.16	0.10 - 0.23

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
265 - T0/T	0.00	0.00 - 0.00	0.00	0.00 - 0.00
266 - T1/T	0.02	0.00 - 0.02	0.00	0.00 - 0.02
267 - T2/T	0.47	0.39 - 0.57	0.38	0.36 - 0.63
268 - T3/T	0.06	0.04 - 0.11	0.05	0.04 - 0.08
269 - T4/T	0.01	0.01 - 0.02	0.01	0.01 - 0.02
270 - T5/T	0.01	0.01 - 0.03	0.01	0.01 - 0.01
271 - T6/T	0.00	0.00 - 0.00	0.00	0.00 - 0.01
272 - T7/T	0.12	0.05 - 0.15	0.12	0.05 - 0.12
273 - T8/T	0.11	0.11 - 0.21	0.16	0.14 - 0.24
274 - T9/T	0.12	0.09 - 0.19	0.13	0.08 - 0.27

Table 19
Changes in
SCAS Teacher Behavior Scores

Showing Significant* Change

Grade 1

Leon County

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	α
201 - S/M			4	0.020
202 - T/M	4			0.020
203 - S0/M		4		0.500
204 - S1/M			4	0.500
205 - S2/M			4	0.020
206 - S3/M		2	2	0.300
20 - S4/M		4		0.300
208 - S5/M		1	3	0.100
209 - S6/M			4	0.500
210 - S7/M		1	3	0.100
211 - S8/M			4	0.020
212 - S9/M	1	2	1	0.500
213 - T0/M		4		0.500
214 - T1/M		2	2	0.300
215 - T2/M	2		2	0.500
216 - T3/M	1	2	1	0.500
217 - T4/M	2	2		0.300
218 - T5/M	1	1	2	0.500
219 - T6/M	1	3		0.500
220 - T7/M	2	1	1	0.500
221 - T8/M	4			0.020
222 - T9/M	2	1	1	0.500
223 - 0-0/M		3		0.500
224 - 0-S/M		4		0.500
225 - 0-T/M		4		0.500
226 - S-0/M		4		0.500
227 - S-S/M			4	0.020

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	σ_d
228 - S-T/M		1	3	0.100
229 - T-O/M		4		0.500
230 - T-S/M		1	2	0.100
231 - T-T/M	4			0.020
232 - Ext. SO/M		4		0.500
233 - Ext. S1/M		3	1	0.500
234 - Ext. S2/M		4		0.020
235 - Ext. S3/M		4		0.500
236 - Ext. S4/M		4		0.500
237 - Ext. S5/M		4		0.500
238 - Ext. S6/M		4		0.500
239 - Ext. S7/M		3	1	0.500
240 - Ext. S8/M		1	3	0.100
241 - Ext. S9/M	2	1	1	0.500
242 - Ext. TO/M		4		0.500
243 - Ext. T1/M		2	2	0.300
244 - Ext. T2/M	2		2	0.500
245 - Ext. T3/M	2	2		0.300
246 - Ext. T4/M		4		0.500
247 - Ext. T5/M		3	1	0.500
248 - Ext. T6/M		4		0.500
249 - Ext. T7/M		3	1	0.500
250 - Ext. T8/M	4			0.020
251 - Ext. T9/M	2	1	1	0.500
252 - Ext. S/M			4	0.020
253 - Ext. T/M	4			0.020
254 - Ext. S+T/M	3		1	0.300
255 - SO/S		4		0.500
256 - S1/S		3	1	0.500
257 - S2/S	2		2	0.500
258 - S3/S	2		2	0.500
259 - S4/S	2		2	0.500
260 - S5/S			4	0.020
261 - S6/S	1	3		0.500
262 - S7/S	1	1	2	0.500
263 - S8/S			4	0.020
264 - S9/S	4			0.020

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	
265 - T0/T		4		0.500
266 - T1/T		2	2	0.300
267 - T2/T	2			0.500
268 - T3/T		2	2	0.300
269 - T4/T	1	2	1	0.500
270 - T5/T		2	2	0.300
271 - T6/T	1	3		0.500
272 - T7/T		3	1	0.500
273 - T8/T	4			0.020
274 - T9/T	2		2	0.500

Table 20

SCAS Teacher Behavior Scores

Grade 3

Leon County

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
201 - S/M	0.11	0.01 - 0.24	0.02	0.00 - 0.21
202 - T/M	0.83	0.76 - 0.98	0.81	0.79 - 1.00
203 - SO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
204 - S1/M	0.00	0.00 - 0.00	0.00	0.00 0.00
205 - S2/M	0.05	0.00 - 0.12	0.02	0.00 - 0.10
206 - S3/M	0.01	0.00 - 0.03	0.00	0.00 - 0.01
207 - S4/M	0.00	0.00 - 0.01	0.00	0.00 - 0.00
208 - S5/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
209 - S6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
210 - S7/M	0.01	0.00 - 0.03	0.00	0.00 - 0.02
211 - S8/M	0.01	0.00 - 0.04	0.00	0.00 - 0.06
212 - S9/M	0.01	0.00 - 0.04	0.00	0.00 - 0.05
213 - TO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
214 - T1/M	0.00	0.00 - 0.03	0.00	0.00 - 0.02
215 - T2/M	0.35	0.30 - 0.47	0.39	0.36 - 0.70
216 - T3/M	0.08	0.06 - 0.10	0.03	0.03 - 0.06
217 - T4/M	0.01	0.01 - 0.01	0.01	0.00 - 0.01
218 - T5/M	0.01	0.01 - 0.02	0.00	0.00 - 0.01
219 - T6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.0
220 - T7/M	0.10	0.07 - 0.13	0.08	0.08 - 0.09
221 - T8/M	0.13	0.06 - 0.20	0.12	0.07 - 0.24
222 - T9/M	0.11	0.09 - 0.16	0.08	0.06 - 0.14
223 - O-O/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
224 - O-S/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
225 - O-T/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
226 - S-O/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
227 - S-S/M	0.10	0.01 - 0.23	0.02	0.00 - 0.20
228 - S-T/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
229 - T-O/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
230 - T-S/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01

Grade 3 - continued

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
231 - T-T/M	0.82	0.74 - 0.98	0.80	0.78 - 1.00
232 EXT - SO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
233 EXT - S1/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
234 EXT - S2/M	0.01	0.00 - 0.04	0.01	0.00 - 0.05
235 EXT - S3/M	0.00	0.00 - 0.01	0.00	0.00 - 0.00
236 EXT - S4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
237 EXT - S5/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
238 EXT - S6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
239 EXT - S7/M	0.00	0.00 - 0.01	0.00	0.00 - 0.00
240 EXT - S8/M	0.01	0.00 - 0.02	0.00	0.00 - 0.04
241 EXT - S9/M	0.00	0.00 - 0.03	0.00	0.00 - 0.03
242 EXT - TO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
243 EXT - T1/M	0.00	0.00 - 0.02	0.00	0.00 - 0.02
244 EXT - T2/M	0.16	0.13 - 0.19	0.21	0.17 - 0.55
245 EXT - T3/M	0.01	0.00 - 0.02	0.00	0.00 - 0.01
246 EXT - T4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
247 EXT - T5/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
248 EXT - T6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
249 EXT - T7/M	0.00	0.00 - 0.02	0.00	0.00 - 0.00
250 EXT - T8/M	0.10	0.04 - 0.14	0.09	0.06 - 0.15
251 EXT - T9/M	0.06	0.04 - 0.12	0.06	0.03 - 0.10
252 EXT - S/M	0.05	0.00 - 0.08	0.01	0.00 - 0.11
253 EXT - T/M	0.36	0.29 - 0.45	0.42	0.38 - 0.66
254 EXT - S+T/M	0.44	0.34 - 0.45	0.49	0.48 - 0.67
255 - SO/S	0.00	0.00 - 0.00	0.00	0.00 - 0.00
256 - S1/S	0.00	0.00 - 0.00	0.00	0.00 - 0.00
257 - S2/S	0.32	0.27 - 0.60	0.48	0.00 - 0.73
258 - S3/S	0.12	0.09 - 0.18	0.03	0.00 - 0.12
259 - S4/S	0.02	0.02 - 0.05	0.00	0.00 - 0.03
260 - S5/S	0.02	0.02 - 0.05	0.00	0.00 - 0.02

Grade 3 - continued

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
261 - S6/S	0.00	0.00 - 0.00	0.00	0.00 - 0.00
262 - S7/S	0.11	0.05 - 0.20	0.09	0.00 - 0.12
263 - S8/S	0.10	0.09 - 0.32	0.00	0.00 - 0.29
264 - S9/S	0.05	0.00 - 0.24	0.00	0.00 - 0.25
265 - TO/T	0.00	0.00 - 0.00	0.00	0.00 - 0.00
266 - T1/T	0.00	0.00 - 0.04	0.00	0.00 - 0.03
267 - T2/T	0.39	0.37 - 0.53	0.45	0.45 - 0.72
268 - T3/T	0.09	0.09 - 0.12	0.04	0.03 - 0.06
269 - T4/T	0.01	0.01 - 0.02	0.01	0.00 - 0.01
270 - T5/T	0.01	0.01 - 0.02	0.01	0.00 - 0.01
271 - T6/T	0.01	0.01 - 0.03	0.00	0.00 - 0.01
272 - T7/T	0.00	0.00 - 0.00	0.00	0.00 - 0.01
273 - T8/T	0.11	0.09 - 0.15	0.09	0.08 - 0.12
274 - T9/T	0.17	0.07 - 0.23	0.15	0.08 - 0.27

Table 21

Changes in

SCAS Teacher Behavior Scores

Showing Significant* Change

Grade 3

Leon County

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	d
201 - S/M	1		3	0.300
202 - T/M	3		1	0.300
203 - SO/M		4		0.500
204 - S1/M		4		0.500
205 - S2/M	1	1	2	0.500
206 - S3/M		1	3	0.100
207 - S4/M		3	1	0.500
208 - S5/M		4		0.500
209 - S6/M		4		0.500
210 - S7/M	1	1	3	0.100
211 - S8/M	1	1	2	0.500
212 - S9/M	1	1	2	0.500
213 - TO/M		4		0.500
214 - T1/M	1	2	1	0.500
215 - T2/M	4			0.020
216 - T3/M			4	0.020
217 - T4/M		3	1	0.500
218 - T5/M			4	0.020
219 - T6/M	1	3		0.500
220 - T7/M	1		3	0.300
221 - T8/M	3		1	0.300
222 - T9/M	1		3	0.300
223 - O-O/M		4		0.500
224 - O-S/M		4		0.500
225 - O-T/M		4		0.500
226 - S-O/M		4		0.500
227 - S-S/M	1		3	0.300
228 - S-T/M	1	1	2	0.500
229 - T-O/M		4		0.500

Grade 3 - continued

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	d
230 - T-S/M	1	1	2	0.500
231 - T-T/M	3		1	0.300
232 - Ext. S0/M		4		0.500
233 - Ext. S1/M		4		0.500
234 - Ext. S2/M	2	1	1	0.500
235 - Ext. S3/M		3	1	0.500
236 - Ext. S4/M		4		0.500
237 - Ext. S5/M		4		0.500
238 - Ext. S6/M		4		0.500
239 - Ext. S7/M		3	1	0.500
240 - Ext. S8/M	1	1	2	0.500
241 - Ext. S9/M	1	2	1	0.500
242 - Ext. T0/M		4		0.500
243 - Ext. T1/M		4		0.500
244 - Ext. T2/M	4			0.020
245 - Ext. T3/M		2	2	0.300
246 - Ext. T4/M		4		0.500
247 - Ext. T5/M		4		0.500
248 - Ext. T6/M		4		0.500
249 - Ext. T7/M		2	2	0.300
250 - Ext. T8/M	2	1	1	0.500
251 - Ext. T9/M	1		3	0.300
252 - Ext. S/M	2	1	1	0.500
253 - Ext. T/M	3	1		0.100
254 - Ext. S+T/M	4			0.020
255 - S0/S		4		0.500
256 - S1/S		4		0.500
257 - S2/S	3		1	0.300
258 - S3/S	1		3	0.300
259 - S4/S		2	2	0.300
260 - S5/S		2	2	0.300
261 - S6/S		4		0.500
262 - S7/S	1	1	2	0.500
263 - S8/S	1		3	0.300
264 - S9/S	1	1	2	0.500
265 - T0/T		4		0.500

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	p
266 - T1/T	1	2	1	0.500
267 - T2/T	4			0.020
268 - T3/T			4	0.020
269 - T4/T		1	3	0.100
270 - T5/T			4	0.020
271 - T6/T	1	3		0.500
272 - T7/T	1		1	0.300
273 - T8/T	3		1	0.300
274 - T9/T	1		3	0.300

Table 22

SCAS Teacher Behavior Scores

Grade 5

Leon County

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
201 - S/M	0.15	0.03 - 0.23	0.29	0.00 - 0.54
202 - T/M	0.80	0.76 - 0.97	0.53	0.46 - 1.00
203 - SC/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
204 - S1/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
205 - S2/M	0.09	0.02 - 0.12	0.15	0.00 - 0.27
206 - S3/M	0.01	0.00 - 0.03	0.01	0.00 - 0.02
207 - S4/M	0.01	0.00 - 0.01	0.01	0.00 - 0.01
208 - S5/M	0.00	0.00 - 0.01	0.00	0.00 - 0.01
209 - S6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
210 - S7/M	0.01	0.01 - 0.02	0.01	0.00 - 0.03
211 - S8/M	0.01	0.00 - 0.04	0.06	0.00 - 0.08
212 - S9/M	0.01	0.00 - 0.05	0.02	0.00 - 0.04
213 - TO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.09
214 - T1/M	0.00	0.00 - 0.05	0.01	0.00 - 0.03
215 - T2/M	0.40	0.36 - 0.53	0.22	0.16 - 0.49
216 - T3/M	0.05	0.03 - 0.09	0.01	0.01 - 0.07
217 - T4/M	0.01	0.01 - 0.01	0.01	0.00 - 0.02
218 - T5/M	0.01	0.00 - 0.02	0.00	0.00 - 0.02
219 - T6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
220 - T7/M	0.07	0.04 - 0.14	0.03	0.03 - 0.11
221 - T8/M	0.08	0.08 - 0.15	0.19	0.12 - 0.22
222 - T9/M	0.12	0.05 - 0.18	0.03	0.03 - 0.08
223 - O-O/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
224 - O-S/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
225 - O-T/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
226 - S-O/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
227 - S-S/M	0.14	0.03 - 0.22	0.27	0.00 - 0.53
228 - S-T/M	0.01	0.00 - 0.01	0.00	0.00 - 0.02
229 - T-O/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
230 - T-S/M	0.00	0.00 - 0.01	0.00	0.00 - 0.02

Grade 5 - continued

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
231 - T-T/M	0.78	0.75 - 0.96	0.52	0.45 - 1.00
232 EXT - SO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
233 EXT - S1/M	0.00	0.00 - 0.00	0.00	0.00 - 0.01
234 EXT - S2/M	0.05	0.01 - 0.06	0.07	0.00 - 0.18
235 EXT - S3/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
236 EXT - S4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
237 EXT - S5/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
238 EXT - S6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
239 EXT - S7/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
240 EXT - S8/M	0.01	0.00 - 0.03	0.04	0.00 - 0.14
241 EXT - S9/M	0.00	0.00 - 0.03	0.01	0.00 - 0.02
242 EXT - TO/M	0.00	0.00 - 0.00	0.00	0.00 - 0.08
243 EXT - T1/M	0.00	0.00 - 0.04	0.01	0.00 - 0.03
244 EXT - T2/M	0.21	0.18 - 0.33	0.13	0.08 - 0.29
245 EXT - T3/M	0.01	0.00 - 0.01	0.00	0.00 - 0.00
246 EXT - T4/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
247 EXT - T5/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
248 EXT - T6/M	0.00	0.00 - 0.00	0.00	0.00 - 0.00
249 EXT - T7/M	0.00	0.00 - 0.01	0.00	0.00 - 0.00
250 EXT - T8/M	0.06	0.05 - 0.11	0.14	0.08 - 0.15
251 EXT - T9/M	0.04	0.04 - 0.09	0.03	0.02 - 0.05
252 EXT - S/M	0.07	0.01 - 0.11	0.14	0.00 - 0.34
253 EXT - T/M	0.34	0.33 - 0.50	0.32	0.27 - 0.51
254 EXT - S+T/M	0.44	0.40 - 0.59	0.61	0.45 - 0.65
255 - SO/S	0.00	0.00 - 0.00	0.00	0.00 - 0.00
256 - S1/S	0.00	0.00 - 0.01	0.00	0.00 - 0.02
257 - S2/S	0.50	0.46 - 0.62	0.50	0.00 - 0.52
258 - S3/S	0.09	0.09 - 0.13	0.03	0.00 - 0.04
259 - S4/S	0.03	0.02 - 0.06	0.02	0.00 - 0.05
260 - S5/S	0.01	0.01 - 0.06	0.00	0.00 - 0.04

SCORE	SERIES ONE		SERIES TWO	
	MEDIAN	RANGE	MEDIAN	RANGE
261 - S6/S	0.00	0.00 - 0.00	0.00	0.00 - 0.00
262 - S7/S	0.05	0.04 - 0.18	0.05	0.00 - 0.05
263 - S8/S	0.06	0.05 - 0.22	0.22	0.00 - 0.33
264 - S9/S	0.07	0.03 - 0.21	0.04	0.00 - 0.12
265 - TO/T	0.00	0.00 - 0.00	0.00	0.00 - 0.00
266 - T1/T	0.00	0.00 - 0.06	0.02	0.00 - 0.05
267 - T2/T	0.50	0.46 - 0.55	0.41	0.36 - 0.55
268 - T3/T	0.05	0.04 - 0.09	0.03	0.01 - 0.07
269 - T4/T	0.01	0.01 - 0.01	0.01	0.0 - 0.02
270 - T5/T	0.01	0.00 - 0.02	0.01	0.00 - 0.02
271 - T6/T	0.00	0.00 - 0.00	0.00	0.00 - 0.00
272 - T7/T	0.09	0.05 - 0.15	0.06	0.04 - 0.11
273 - T8/T	0.10	0.10 - 0.18	0.22	0.17 - 0.41
274 - T9/T	0.15	0.06 - 0.21	0.06	0.05 - 0.09

Table 23

Changes in

SCAS Teacher Behavior Scores

Showing Significant* Changes

Grade 5

Leon County

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	σ
201 S/M	3			0.300
202 T/M			3	0.300
203 SO/M		4		0.500
204 S1/M	1	3		0.500
205 S2/M	3		1	0.300
206 S3/M	1	1	2	0.500
207 S4/M		4		0.500
208 S5/M		4		0.500
209 S6/M		4		0.500
210 S7/M	2		2	0.500
211 S8/M	3	1		0.100
212 S9/M	2	1	1	0.500
213 TO/M	1	3		0.500
214 T1/M	1	1	2	0.500
215 T2/M		4		0.020
216 T3/M		4		0.020
217 T4/M	1	2	1	0.500
218 T5/M	1	1	2	0.500
219 T6/M		4		0.500
220 T7/M			4	0.020
221 T8/M	3		1	0.300
222 T9/M	1		3	0.300
223 O-O/M		4		0.500
224 O-S/M		4		0.500
225 O-T/M		4		0.500
226 S-O/M		4		0.500
227 S-S/M	3		1	0.300
228 S-T/M	1	1	2	0.500
229 T-O/M		4		0.500
230 T-S/M	1	3		0.500

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	d
231 T-T/M	1		3	0.300
232 Ext - SO/M		4		0.500
233 Ext - S1/M	1	3		0.500
234 Ext - S2/M	3		1	0.300
235 Ext - S3/M		4		0.500
236 Ext - S4/M		4		0.500
237 Ext - S5/M		4		0.500
238 Ext - S6/M		4		0.500
239 Ext - S7/M		4		0.500
240 Ext - S8/M	3	1		0.100
241 Ext - S9/M	2	1	1	0.500
242 Ext - TO/M	1	3		0.500
243 Ext - T1/M	1	2	1	0.500
244 Ext - T2/M	1	3		0.100
245 Ext - T3/M		1	3	0.100
246 Ext - T4/M		4		0.500
247 Ext - T5/M		4		0.500
248 Ext - T6/M		4		0.500
249 Ext - T7/M		2	2	0.300
250 Ext - T8/M	3		1	0.300
251 Ext - T9/M	1		3	0.300
252 Ext - S/M	3		1	0.300
253 Ext - T/M	1		3	0.300
254 Ext - S+T/M	3		1	0.300
255 SO/S		4		0.500
256 S1/S		4		0.500
257 S2/S	1		3	0.300
258 S3/S			4	0.020
259 S4/S			4	0.020
260 S5/S			4	0.020

Grade 5 - continued

SCORE	NUMBER OF SUBJECTS			
	INCREASE	NO CHANGE	DECREASE	d
261 S6/S		4		0.500
262 S7/S	1	1	2	0.500
263 S8/S	2	1	1	0.500
264 S9/S	1		3	0.300
265 T0/T	1	3		0.500
266 T1/T	1	2	1	0.500
267 T2/T	1		3	0.300
268 T3/T			4	0.020
269 T4/T	1	3		0.500
270 T5/T	1	1	2	0.500
271 T6/T		4		0.500
272 T7/T	2		2	0.500
273 T8/T	3		1	0.300
274 T9/T	1		3	0.300